CHAPTER II
REVIEW OF RELATED LITERATURE AND RESEARCH
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2.1.1. Introduction

It is necessary to study the related literature before finalizing the plan of research. The researcher has studied the related literature to become familiar with research areas related to the research work. Review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem, articles on internet.

2.1.2. Need of Review of Related literature

The purpose of review of related literature is to allow the researcher to acquaint himself or herself with current knowledge in the field in which the researcher is going to do research. It helps the researcher to identify the gaps in the knowledge. A review of related literature gives the researcher necessary insight into the problem widens knowledge of the researcher and ensures the avoidance of unnecessary duplication.

It gives researcher complete and through information on the work done, in his/her country and abroad, in the specific area of his/her research. It gives the researcher a deep insight into problem chosen for research study. It also helps the researcher to decide the methodology, tools, sample and techniques of analysis. In the present chapter, an attempt has been made to present some of the researches conducted in India and abroad which have a significant bearing on the present study. Review of related literature gives the foundation for future work that has to be carried out by the researcher; it is needed aspect for research work.

2.1.3. Importance of Review of Related Literature

While emphasizing the importance to related researches, Whitney quotes, ”the student should find analyze and evaluate critically every pertinent research report dealing with his problem. Anything less than this will be neither sensible nor scientific”. (Whitney FL.1954 P.P.98).
Review of related literature has immense importance in the research process it is one of the first step though in the final report, it occupies later stage.

Review of related research is essential for three things:

1. One come to know the previous work carried out in the subject.
2. It enables the researcher to decide the direction and line of action for one’s own research
3. It enables the researcher to carry out direction and line of action in same subject.

**In searching the related literature the researcher has to keep in mind certain points.**

- Reports of the studies are closely related problems have been investigated.
- Design of the study including procedures employed and data gathering instrument used.
- Populations that were sampled and sampling method employed.
- Variables that were defined extraneous variable that could have affected the findings.
- Faults that could that have been avoided.
- Recommendations for further studies.

### 2.1.4. Objectives of Review of Related Literature

- To get the idea of completed researches related with the selected problem and avoid repetition.
- To get the information about proper methodology, tools and technique for data collection and analysis.
- To form the proper hypotheses and assumptions related with the problem.
- To undertake a comparative study of data supportive statistical tools and techniques and get the guidance for the analysis and interpretation of data of the present research work.
- To improve the knowledge of researcher by studying by various references.
- To rationalize the significance of the problem.
- To identify methodologies that has been used.
- To help the researcher to make discussion of the result.
The present chapter on review of related literature has been divided into six sections; they are studies on Inclusive Education, Attitude, Self-efficacy, Skills, Curriculum and Curriculum development and review related to method and methodology. Each section represents the review of literature chronologically. Review of each research contains major objectives, and main findings in brief. Researcher has taken literature reviews and research reviews from M.Ed., M.Phil. Dissertations, Ph.D. thesis’s, Research Articles from different magazines, journals, books topics, websites and research papers of Conferences, Inclusive education related projects etc.

### Table 7

**Review Matrix**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Variable</th>
<th>Number of Reviews taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inclusive education</td>
<td>93</td>
</tr>
<tr>
<td>2</td>
<td>Attitude</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Self-efficacy</td>
<td>10</td>
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<tr>
<td>4</td>
<td>Skills</td>
<td>11</td>
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<tr>
<td>5</td>
<td>Curriculum and Curriculum Development</td>
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</tr>
<tr>
<td>6</td>
<td>Method &amp; Methodology</td>
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<td></td>
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</tr>
</tbody>
</table>

### 2.2. Section – I Inclusive education

**Review of related literature and Research on Inclusive Education**

*Belcher, Rebecca Newcom (1995). Opinions of Inclusive Education: A Survey of New Mexico Teachers and Administrators.* This paper examines the knowledge and acceptance level of special and general education teachers and administrators regarding inclusive education within the rural and diverse state of New Mexico. While inclusive education of disabled students has gained widespread support, little attention has been paid to program implementation within a rural and poor state such
as New Mexico. The evolution of the inclusive education movement began with the passage of the individuals with Disabilities Education Act (IDEA). Passage of the IDEA led to the Regular Education Initiative movement, whose goal was to merge special and regular education into one system and provide instructional services to disabled children in regular classrooms. An outgrowth of the REI was the full inclusion movement, which focused on strengthening not only the academic performance of disabled students in regular classroom settings, but also socialization skills, attitudes, and positive peer relations. Thirty-nine of 60 special educators attending a 1993 New Mexico conference returned a survey following a presentation on inclusive education. While the majority of educators were supportive of inclusive education, a small percentage (7-15 percent) was consistently non-supportive. Specifically, non-supportive respondents desired the continuation of resource rooms and expressed uneasiness about therapists or consultants jointly teaching with them in general education classrooms. Survey results indicate areas of confusion concerning application of inclusive educational practices. However, at the time, none of the school districts represented at the conference had implemented inclusive education.


Jagtap, A.V. (1996). A status study of integration of disabled children in mainstream schools in Maharashtra. University of Pune, Pune. The objectives of the study were. To find out the problem faced by the teachers and administrators in the process of integration. To find out the attitude of the head of the institutes and teachers towards integration. Major Findings: Regular teachers were not trained in how to deal with children with various disabilities. Due to this large number of children in the class were helpless to give individual attention. The attitude of regular teachers towards integration was negative. The attitude of the administrators regarding integration was positive.

Alur, Mithu (1998). Invisible Children: A Study of Policy Exclusion’ London University. The findings of this research showed that India did not have a cohesive policy for the education of children with disabilities and that only 2% of coverage has
taken place in the last fifty years a 98% of people with disabilities got no service at all. Therefore it became critical to look at new methods of intervention and macro level policy change. All over the world there has been a shift towards inclusive education for children with disabilities. No longer is it correct to educate them in segregated special schools. It is now believed that special schools are a kind of oppression and segregation is a matter of social injustice. Her research found massive exclusion of children and people with disabilities from services and even from Government programs targeted at the vulnerable and weaker sections of society to the extent of nutrition being denied to children with disabilities. Her findings that over 90% people with disabilities i.e. close to around 70 million people are excluded from services of any kind provided the seminal statistics for those working in the disability sector to push for better care of people with disabilities.

Moss, Julianne (1999). Inclusive schooling: contexts, texts and politics. The thesis critically analyses the development of inclusive schooling in the small Australian Island state of Tasmania between 1996 and 1998. The ‘Inclusion of Students with Disabilities’ policy, introduced in 1995 by the Tasmanian Department of Education, Community and Cultural Development, provides an opportunity to understand the cultural context and politics of change in schooling over this period. The qualitative methodology deployed here is informed by post structuralism and captures the everyday experiences of university teaching as a research site. The teacher/researcher as the visible maker of the research use metaphors of fiber and textile practice, techniques of textual juxtaposition and her positioned subjectivity as a female academic to tell a ‘big story’. The researcher develops a ‘double method’ as a possible model for Inclusive research practice and educational policy analysis. Using a critical ethnographic method, derived from the work of Carspecken (1996), ‘data stories’ (Lather & Smithies 1997, p.34) are produced from the narratives of five key informants – a parent, two teachers, a policy-maker and the researcher. Assembled as the data of the thesis the multi-voiced texts provide an account of the sociocultural, professional and systematic context of Inclusive schooling over a three-year period. In the analysis these data are interpreted from a feminist post structural standpoint the researcher theorizes inclusive schooling as an entangled, multiple and contradictory discourse, embedded in the social, cultural and material contexts, rather than a singular unitary Idea of the progress within special education knowledge tradition.
The study contributes a fine-grained analysis of the constructed knowledge of inclusive schooling in one locality.


**Clough, Peter and Garner, P. (2003). Education studies Essential issues, 72 – 92, Sage Publication.** This book includes one topic on Special Educational Needs and Inclusive Education: Origins and current issues. This topic focuses on Introduction what do you mean by SEN, Historical development from SEN to inclusive education, creating needs: Constructing difficulty initiatives to support children with learning difficulties in inclusive educational studies.

**Purdue, Kerry Ellen (2004). Inclusion and exclusion in early childhood education: three case studies. University of Otago. Dunedin, New Zealand.** This research is based on three case studies, each of which involved a critical examination of how early childhood centers responded to children with disabilities. The first case study involved gathering information at seven full-day workshops undertaken at seven locations in the North and South Islands of New Zealand. The early childhood teachers, other professional and parents who attended these work-shops provided information on center policies with regard to children with disabilities and on their own views about issues in this area. The second case study involved participant observation and interviews in a kindergarten across ten months. In this setting, I was actively involved in the daily programme, looking at how the kindergarten responded to Craig, a child with severe disabilities, and his family. The third case study involved participant observation and interviews in a childcare Centre across ten months. In this setting, I looked at how the center and its community included Peter, a child with Down syndrome, and his family. In each of the case studies I was interested in understanding how children with disabilities may be included in early childhood settings and how some children with disabilities may experience exclusion from such centers. The data from the three studies were theorized from a social constructionist
position that suggests that our understandings of the world are made evident in the way in which we name and talk about issues. Within this theoretical position, it is through discourse that knowledge and meaning about a phenomenon are formed and produced. Discourse functions as a system of rules giving authority to what may be said and thought in relation to a particular subject. In the present case, the focal subject was disability. From the case studies it was evident that two particular discourses had significant and contrasting for policy and practice in early childhood education. A medical-model discourse that saw disability as a condition of an individual child in need of “special” education and treatment was related to children with disabilities experiencing discrimination and exclusion.

Sharma, U. and Deppler, J. (2005). Integrated Education in India: Challenges and prospects. Disability Studies Quarterly, Volume 25, No. 1, 1-10. This paper focuses that India has made impressive economic gains in the last few decades and currently has the 4th largest economy in terms of purchasing power parity. Despite this improvement, more than 260 million people in India live in poverty. The reciprocity of poverty producing disability, and disability resulting in poverty (Rao, 1990) creates unique challenges for the integrated education movement in India. This paper begins with a brief history of special education in India, including changes to government legislation and policy in the move towards more integrated educational provisions. A number of strategies are presented to address the current challenges that India administrators and educators face in the move towards more integrated education.

Inclusive and Integrated education. With the release of Salamanca Statement in 1994 (UNESCO), a large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools. While a large number of developed countries (e.g. USA, Canada, Australia) now have policies or laws promoting “inclusive education”, a number of developing countries continue to provide educational services to students with disabilities in “segregated” schools. Typically, inclusive education means “that students with disabilities are served primarily in the general education settings, under the responsibility of [a] regular classroom teacher. When necessary and justifiable, students with disabilities may also receive some of their instruction in another setting, such as [a] resource room” (Mastropieri & Scruggs, 2004, p. 7). Historically, many educational systems have adopted an integrated education model as an interim approach in the move
towards inclusive education. In the “integrated education” model “whenever possible, students with disabilities attend a regular school”. The emphasis, however, is upon the student to fit the system rather than the system to adapt to meet the educational needs of a student. In India, “integrated education” has been provided mainly to students with mild disabilities who are considered “easy” to include into regular school programs. Students with severe disabilities, in a majority of cases, do not attend a school, or in rare cases, attend a special school. With the passage of The Persons with Disabilities Act in 1996, India has joined the few countries that have legislation to promote integrated education. This is a landmark step as India has now overcome a major legislative hurdle. A number of unique challenges still need to be overcome in order to implement the key objectives enshrined in the legislation. Attitudinal barriers engrained as part of India’s historical response to disability must be changed through education programs for both teachers and the general populace. These programs require financial and collaborative commitment from key national and state education stakeholders, and partnership with universities to support research-based initiatives. Success in achieving integrated education will ultimately depend on how Indian educators and educational systems can collaborate to deal with difference in India’s culturally charged context.


Angelides, P., Stylianou, T., Gibbs, P. (2006). Preparing teachers for inclusive education in Cyprus. Teaching and Teacher Education, 22, 513-522. This study explores the following questions: (a) How do Cyprus universities that educate teachers to the challenge of inclusive education? Are the programmes of these institutions designed on the basis of the principles of inclusive education? What are the barriers that prevent student teachers to develop inclusive practices? How universities could help their student teachers to develop inclusive practices? These questions were investigated through qualitative data. In particular, the case study of a higher education institution in Cyprus was developed. The analysis of these data
indicates certain factors that act as barriers in the development of inclusive practices by student teachers. These factors are related to the curricula, the notion of inclusion and to the different levels of culture. Developing these factors, we present at the same time particular suggestions for overcoming these barriers.

**Sukhraj, Praveena (2006).** The implementation and challenges to inclusive education policy and practice in South Africa. AFR006. This article focuses on inclusive education policy and practice in South Africa. Long term strategy of inclusive education. In South Africa apart from funding, other challenges facing implementation of inclusive education are: Early childhood development, Full-service and mainstream schools are not prepared, District based support team (DBST), Social conditions.

**Loreman, T., Deppler, J. & Harvey, D. (2006).** Inclusive education: A practical guide to supporting diversity in classroom. Allen & Unwin publication. This book focuses on following topics related to Inclusive education i.e. The case for inclusion, who are our children with diverse learning needs. Attitudes and inclusion, psychological and teacher-based assessment, collaborating with colleagues. How to develop and manage an individual program, inclusive instructional design, collaborative instruction to promote inclusion, organizing the inclusive classroom, promoting positive behavior, promoting social competence and reflection. The key to lasting change.

**Dixon, R. M. and Verenikina, I. (2007).** Towards Inclusive Schools: An Examination of Socio-cultural Theory and Inclusive Practices and Policy in New South Wales DFT Schools. Research Online Learning and Socio-Cultural Theory: Exploring Modern Vygotskian Perspectives, Vol.1, Issue 1, 192-208. The purpose of this paper is to consider the relevance of socio-cultural theory to inclusive practices and the implementation of current government policy on inclusion. The policies of the NSW DET for the development of inclusive schooling will be examined. The implications of recent legislation as well as the recent initiatives such as Special Education initiative, curriculum changes, and collaborative processes will be analyzed.

A brief review of the major tenets of social cultural theory that relate to special education is presented. An analysis is made as to how socio-cultural theory can serve
as a theoretical framework to address the needs of teachers and students and enhance the development of inclusive schools in New South Wales. The discussion will centre on the implications of this synthesis for policy, practice in special education and theory, which may then be fed back into further development of the policy.

Kane, Jean and Ko, Chu-Ting (2007). Inclusive Education: Taiwan and Scotland. SERA Conference 2007. Taiwan performs well in international comparisons of pupil attainment, particularly in mathematics. This paper links those high standards of attainment to provision for pupils with special educational needs (SEN) in Taiwan and considers if and how school inclusion is reconciled with the drive to raise standards. China, and Taiwan in particular, have had special schools since the nineteenth century and special schools still form part of ‘multi-track’ special educational provision there. In common with US and UK education systems, the trend since 1970s has been towards ‘mainstreaming’ of pupils with SEN and there are two types of mainstream placement: special classes at all grades and ‘resource room’ support in ordinary classes. This paper will draw upon a range of data gathered during a study visit to Taiwan and including interviews with SEN professionals and academics, observation in Taiwan schools and analysis of policy documentation. The paper will discuss Taiwanese policy and provisions for pupils with SEN and this framework will be compared and contrasted with the framework created by recent additional support needs legislation in Scotland. The paper will then probe notion of inclusion in education policy in Taiwan and will relate these understandings to a wider political and economic context. Finally, the paper will consider if Taiwan’s simultaneous pursuit of inclusion and high levels of attainment in the school system has significance for Scotland and the implementation of a new and inclusive curriculum framework.

Lloyd, Gwynedd (2007). Developing Inclusive Practitioners: changing the culture in ITE beyond, SERA Conference 2007. At the University of Aberdeen the current primary and secondary PGDE have been developed to create single combined programme across the two sectors. The impetus for this has been the Inclusive Practice Project which is developing a model for the one year teacher education to enable newly qualified teachers support the learning of all children in their classes more effectively. Teacher educators, students, teachers and partner professionals from local authorities are working together to share ideas and experiences relevant to
engaging students in positive inclusive classroom practice and in relevant action research to develop positive approaches to learning and teaching to meet the needs of all children. This model involves an innovative collaborative approach to professional working across the primary/secondary sectors. Data from a variety of methods and sources has been collected to inform the process of change for this development during the pilot stage.

Florian, Lani and Rouse, Martyn (2007). The Inclusive Practice Project – teacher education for inclusive education. SERA Conference 2007. It has been argued that future progress in addressing the dilemmas of access and equity in education requires changes in thinking about provision and practice. Proponents of inclusive education suggest that current assumptions, systems and procedures in schooling must be replaced by new ways of thinking and working. The central problem facing those who wish to develop more inclusive practice is to articulate and to demonstrate the so-called ‘new ways of thinking and working’ that are called for by educational reformers. This paper identifies three key areas of research and development work that underpin the Inclusive Practice Project at the University of Aberdeen School of Education. It goes on to describe how these areas of work are being addressed within the reform of the PGDE to ensure issues of inclusion are fully addressed within the core of the programme and reflected in the expectations of students teacher performance.

Lindsay, Katharine Giffard (2007). Inclusive Education in India: Interpretation, Implementation and Issues. Create pathways to success Research Monograph No. 15, University of Sussex centre for International Education. This project includes Introduction, Literature review on what is disability, why is disability a development issue, EFA and Children with disabilities, what is inclusive education and merging agenda.

Digman, C. and Soan, Sue (2008). Working with parents A guide for Education professionals. Sage Publication. This book includes one chapter on special education needs: Learning Difficulties. This chapter provides guidance about variety of interventions and agency support that parents and carers of children with special Educational Needs (SEN) may need to enable them to access the help, advice and
support they require. It will focus on how the home/school/support worker can be utilized by a school to help parents & carers with these issues.

Inamdar, Tabassum (2009). A comparative study of the awareness of B.Ed. and D.Ed. teacher educators towards Inclusive Education University of Pune, Pune. The objectives of this study were:- To prepare an awareness test in Inclusive Education (ATIE). To find the awareness of B.Ed. teacher educators towards inclusive education by using the awareness test for inclusive education. To find the awareness of D.Ed. teacher educators towards inclusive education by using the awareness test for inclusive education. To compare the awareness of B.Ed. and D.Ed. teacher educators towards inclusive education. Major Findings:- The results indicated that only 35% of B.Ed. teacher educators were aware of the concept of inclusive education and about its implementation in ordinary setting. 38% of D.Ed. teacher educators were aware of the concept of inclusive education. Almost 80% of B.Ed. teacher educators are not sure about the strategies and intervention techniques involved in this system. 86% of D.Ed. teacher educators believe that inclusive education would improve the quality of Education for students with disabilities. 94% of B.Ed. teacher educators believe that inclusive education would improve the quality of education for students with disabilities. 66% of D.Ed. teacher educators were aware about this concept reflects, that they are confused about the impact of inclusive education and on the growth and development of the child. 84% of D.Ed. teachers and 96% B.Ed. teachers agree with the statement that students with special needs have the right to receive education in mainstream school but with proper planning and sufficient facilities.

Umbarkar, Bhavana (2009). Job Satisfaction of teachers from hearing impaired (HI) Schools: A study University of Pune, Pune. The objectives of the study were: To find out the job satisfaction of the job satisfaction of the special teachers from special schools for hearing impaired. To find out the job satisfaction of the resource teachers from integrated schools for hearing impaired. To find out the difference between percentage job satisfaction of special teachers and resource teachers with respect to good, poor and average job satisfaction categories. To compare the mean scores of job satisfaction of the teachers from hearing impaired schools among varied job experience groups of 0-10, 11-20, 21-30 years. To find out the relationship between the job satisfaction and job experience of the teachers from hearing impaired
schools. To compare coefficient of correlation between job satisfaction and job experience among varied job experience groups of 0-10, 11-20, 21-30 years for the teachers from hearing impaired schools. To compare coefficient of correlation between job satisfaction and job experience among varied job experience groups of 0-5,5-5, 6-10, 11-15, 16-20, 21-25, 26-30 years for the teachers from hearing impaired schools. To investigate the job satisfaction of the teachers from hearing impaired schools towards various aspects of the job.

Major Findings:- Most of the teachers from hearing impaired schools have very good job satisfaction. Most of the special teachers from hearing impaired schools were highly satisfied with their job. Very few special teachers from hearing impaired schools were not satisfied at all with their job. Most of the resource teachers from hearing impaired schools were highly satisfied with their job. Very few resource teachers from hearing impaired schools were not satisfied at all with their job. Nearly the same percentages of special teachers from special schools and resource teachers from integrated school have good as well as poor job satisfaction.

**Hovendick, Connie (2009). Retention of special education teachers in North Dakota. North Dakota State University.** This study examined the reasons special education teachers leave the field of teaching in rural North Dakota. This mixed study collected information from teachers across North Dakota. Thirty seven special education teachers completed a quantitative survey. The reasons teachers gave for leaving their teaching positions were inadequate time for paperwork, inadequate preparation time, inadequate salary, and inadequate travel reimbursement, no input into curriculum decisions, lack of work space, and lack of resources. Eight beginning special education teachers were interviewed for the qualitative phase of the study. Data was analyzed and the following themes were arrived at: Support from mentors is important for special education teachers in the beginning of their careers, teachers in rural schools have positive safe environments with strong support from the students’ parents, lack of time to complete the excess of paperwork and lack of resources were stressors for special education teachers. All of the teachers interviewed had positive mentoring experiences. In the rural areas of North Dakota, there was not always an experienced teacher available in the building, so they creatively found alternative mentors. The teachers did not identify their schools as being rural (as defined in the literature), but rather, used the term ‘small town’ and saw this as a positive setting for
a professional teaching experience. There was an overall description from the teachers being in a safe nurturing environment both at school and at home. Beginning teachers described paperwork as overwhelming and excessive. An overall lack of resources was seen as a barrier to providing the students with needed supports. Many of the teachers taught all students with disabilities in their schools were not always confident in all areas of instruction.

**Pandey, Y.(2009). A study of barriers in the implementation of inclusive education at the elementary level.** The study was designed and carried out to attain the following objectives: (i) To review the existing special educational program. (ii) To study the perception of various persons related to special need education. (iii) To identify the barriers in the implementation of inclusive education policies. (iv) To develop relevant tools to study the barriers in the implementation of inclusive educational program. (v) To suggest measures to promote inclusion.

**Major Findings:**

(i) The majority of the principals of both types of public and govt. school did not understand or were not aware of inclusive education. However, principals of public schools were better aware than the principals of Govt. Schools. (ii) Majority of principals had partial awareness about the types of children with special education needs (CWSEN). However, comparatively principals of public schools had somewhat had better awareness than principals of Govt. Schools. (iii) The majority of principals from both types of Public and Govt. Schools faced problems while introducing inclusive education for CSWEN in their schools. (iv) The majority of principals of both types of regular schools did not take initiatives to facilitate the education of CSWEN. (v) The principals of Govt. School had better awareness level than the principals of public school regarding various facilities available to CSWEN from the state. Overall majority of principals were not aware about the various schemes, concession facilities available to CSWEN from states. (vi) A large majority of the principals of both public and govt. schools were not aware of the procedure for availing the facilities provided to CSWEN by the state. (vii) A large majority of the principal of both type of public and govt. school were unaware of the resources. They could make use for providing supportive services needed by CSWEN for their education in inclusive setup. (ix) More than half of the principals of both public and Govt. school accepted that they do not have knowledge and awareness about legal provisions for education of CSWEN. (x) More than half (73.5%) of the regular
teachers of public and government schools had no concept and definition of Visual- Impairment and blindness. (xii) More than half (55%) of the regular teachers both types of school confirmed that they had problems in teaching of Visually impaired children while teaching. (xiii) The result Show that participation of visually impaired children and support of seeing children were not better. They got partial support from sighted peers and also partially participated in activities. (xiv) 80% of regular teachers of both types of schools were positive towards inclusive education. (xv) The majority (80%) of both types of schools did not have essential physical infrastructure/facilities like Ramps, disabled friendly toilet, sitting and lighting arrangement etc. (xvi) The result shows that almost all schools(91.9%) did not have teaching learning materials like Braille papers, Braille books, tactile maps, embossed diagram, large print books etc. for use of V.I. children.

Vishwas, Seema (2009). Integrated Education for Disabled Children: A Report. Attitudinal barriers prevent CWSN from coming to schools. Unless these barriers are effectively addressed, success in bringing significant number of CWSN to school may be difficult to achieve. Hence, it is important to undertake wide spread awareness on the need and importance of educating CWSN. In this regard, an attempt has been made by the IED program of the SSM. However, the program is observed to have little success in meeting its objectives because of the limited roles played by the DLROs and Special Educators. As a result, there is no perceptible difference between the condition of the CWSN in the areas with DLROs and in the areas without them. Consequently, even in the limited areas where the program is having additional manpower and institutional support, it is doing not as much for the children in need as desirable.

Major Findings: Teachers of experimental group had initial reservations about the use of cooperative teaching strategies. Later they realized that this in fact reduced their work load with children in the class with peer group or older children sharing their task in the school. Parents and members of the community involved in the project also provided support in implementing cooperative teaching strategies. They found their children were learning better, got more involved in their work and worked cooperatively with their peers. Use of cooperative teaching strategies led to self-learning methods, made students responsible for their own learning as well as for the learning of their peers.
Mattson, Eva H. and Hansen, Audrey M. (2009). Inclusive and exclusive education in Sweden: principals’ opinions and experiences. European Journal of Special needs Education, Vol.24.No.4, 465-472. This paper explores to support the national and international aims of inclusion, special teacher training in Sweden was replaced in 1990 by special educator training. These special educators would supervise the teachers in their school and would not exclusively teach students. The aim of this study was to investigate what the principals of 14 municipal compulsory schools in Stockholm County thought about the organization and realization of special education in 1996 and 2006 respectively. According to the results, there were fewer segregated groups in these schools in 2006, but an increasing number of students were placed in segregated groups that were common to several schools or municipalities. Principals at schools with teaching teams usually saw the special educators as a coordinating and supervising resource while others preferred the special teacher function. The former approached led to a more inclusive school and latter in the direction of exclusion. The aim of the two interview studies was to examine how school principals view the conditions for, and the organization and realization of special education, as well as the commission of special educators. As the first investigation took place in 1996 and the second in 2006, a further aim has been to identify possible development during this 10-year period.

In 1996, interview were carried out with a total 18 school principals, 9 men and 19 women, all working in Stockholm County. Two of them were principals of schools for students with intellectual disabilities and the remaining 16 worked in the 9-year compulsory school. In 2006, interviews were carried out with 14 principals working in 14 of the schools that were used in 1996. Six of the principals were women and eight were men. Three of those who had participated previously also took part in this study. The other 11 had been employed at their schools after 1996. The questions were semi-conducted (Kvale 1997) and the content of the answers focused on what each principal considered was essential in relation to student variation and special needs education. The questions brought up concerned: The socio-economic character of the school district and its influence on the education. The function of the special educator in relation to the rest of the school staff. Inclusive and exclusive organization. The impact of societal changes and changes in rules and regulations concerning schools.
As a result the answers given, further questions were put. This means that the interviews varied in character and developed with time, even though the basic questions remained (Bryman 2006). The interviews were tape-recorded, checked and then transcribed, to be sent to the respondents for possible addition or corrections. The content of the texts was then read and categorized, for example, on the basis of similarities and dissimilarities noted between what the various respondents said.

Inclusive education might be described as an attitude whereby the negative effects of separation are given continuous attention at the same time as teaching strategies in relation to the students' individual and changing needs are evaluated and re-examined. Inclusive education may also be described as both a general educational and a special education field. General educational competence, which is embraced by all teachers and which comprises basic special educational competence and a mental preparedness to take care of the whole range of students, forms a continuum with more specific special educational competence and cutting-edge knowledge. This means that schools must be expert at encouraging cooperation among their staff; they must be flexible and capable of solving pedagogical problems (Farrell et al. 2007) and not least they must be able to encourage participation by students and parents. This is a construction that, according to Skrtic (2005) characterizes inclusive schools and which, in the opinion of most of the principals, demands effective team-teaching.

Melekoglu, M.A., Cakiroglu, Orhan and Malmgren, K.W. (2009). Special education in Turkey. International Journal of inclusive education, 1-15. Special education has been gaining intense attention from governments and educators throughout the world. As a developing country, and official candidate for the European Union, Turkey has been working on issues related to special education provision and inclusive education to improve the quality of services for citizens of services for citizens with disabilities. This article presents the developments and current status of special education in Turkey. The purpose of this paper is to describe the structure of the special education system in Turkey and current developments within the special education field. Topics include a brief history of special education services, an overview of special education laws and regulations, as well as a summary of efforts around inclusion and current directions in teacher training. Authors conclude by noting several challenges in the ongoing improvement of the quality of special education in Turkey.
Yehuda, S. B., Leyser, Y., and Last, U. (2009). Teacher educational beliefs and sociometric status of special educational needs (SEN) students in inclusive classrooms. *International Journal of Inclusive Education, 1-24.* The purpose of this qualitative study was to identify characteristics of teachers who were successful in social mainstreaming of students with special needs. In the exploratory stage, several successful teachers were interviewed about their pedagogical beliefs and mainstreaming practices. Themes and categories were extracted. In the major phase 24 teachers and 782 students participated. Based on sociometric measures administered in all classrooms, six successful teachers in social mainstreaming and six unsuccessful teachers were identified. Semi-structured interviews similar to those used during the exploratory stage were conducted. Statistical analysis revealed significant differences between the two teacher groups regarding their pedagogical orientation (i.e., relationships with students and with parents), attitude toward inclusion, daily practices (consultation) and personality characteristics (self-efficacy, sensitivity). Implications for teacher preparation and professional development are discussed.

Moran, Anne (2009). *Inclusive approach to teacher education? International Journal of Inclusive Education, Vol.13, 1-17.* The paper seeks to determine whether programmes of initial teacher education (ITE) can contribute to the development of beginning teachers’ inclusive attitudes, values and practices. The majority of ITE programmes are based on government prescribed competence or standards frameworks, which are underpinned by Codes of Professional Values. It is these value statements, which will form the focus of the research, alongside the views of ITE tutors. Since the professional values and practices element is integral to the teacher education framework, it is inevitable that a rather utilitarian approach has been adopted, both to the specification and development of the values statements.

Furlonger, B. E., Sharma, Umesh and Moore, D. W., King, B. S. (2009). A new approach to training teachers to meet the diverse learning needs of deaf and hard-of-hearing children within inclusive Australian schools. *International Journal of Inclusive Education, 1-23.* A restructured postgraduate teacher education programme is described specifically with regard to its commitment to prepare educators to work effectively with deaf and hard-of-hearing children in inclusive settings. The focus of the paper is on the design and development process rather than
on the evaluation of the outcomes. Background information is provided about the design and development of the programme, including the components that support a strong relationship between special and general educators. The paper details the philosophical and pedagogical underpinnings of the programme, planned outcome measures for the graduate teachers, and highlights the challenges in programme design and development.

The purpose of this paper is to describe the rationale and process we used to develop an innovative postgraduate programme for training teachers of the deaf and hard of hearing in New South Wales (NSW). NSW is Australia’s most populated state and contains 35,000 students identified as having disability and requiring some form of support while at school. The design of the training course reflects a collaborative partnership between university academics with specialists in special and state special educational administrators.

**Coskun,Y.D., Tosun,U. and Macaroglu,E.(2009). Classroom teachers styles of using and development material of inclusive education. Procedia Social and Behavioral Sciences 1, 2758 – 2762.** This paper focuses on teaching students with disabilities in an inclusive classroom may be regarded as a challenge for teachers accustomed to teaching in the regular classroom; therefore teachers should require the basic of effective teaching. The use of educational materials makes learning and comprehension easier for students at all levels. For students who have learning difficulties, educational materials are more important. In this research study, it is aimed to determine classroom teachers’ ways to choose, develop, and use of instructional materials for inclusion students in their classes. It is also important to support the development of inclusion programs by using the knowledge gathered in this research study. Qualitative and quantitative data collected throughout the research study display the inefficiency of teachers to develop and use instructional materials for inclusion students.

Teacher Training Institutions, In-Service Approaches: School-Based Teacher Training, Inclusive Education as Systematic Change, Applying Lessons Learned: Inclusive Education in Laos.

Kurawa, Gwadabe (2010). Teaching diversity in a primary school: examining teachers classroom strategies for inclusion. Procedia Social and Behavioral Sciences 5, 1585-1591. This paper focuses on the aim of the research is to get a feel of the way diverse children can be included in the same classroom and share the same learning agenda. Again, there is a process of, and there are many strategies for creating an inclusive classroom that the author was not familiar with and he had to learn about because this deficit could potentially handicap him in achieving his aim. Thus, the paper focuses on effective inclusive teaching strategies. The first part of the paper considers the notion of effective inclusive pedagogic strategies and the research that has investigated this notion. The second part of the paper considers some of the examples of practice of attending to diversity highlighted by a study of the strategies used by some teachers in English primary school classrooms. The evidence provided here proved useful in helping the author, on the one hand, to understand better ways for responding to pupil diversity in classrooms, and on the other hand, it would potentially help practitioners to learn more about their own classroom practice and think about possible change.


The inclusion of all learners regardless of specific educational need into regular schools continues to be promoted as the best option for ensuring equitable educational opportunities for all. Preparation of teachers during their initial training programs, should be, therefore, be providing a suitable foundation to enable them to support this aim. At least as a minimal level newly graduated teachers should have the understandings that their role will require them to differentiate the curriculum and their pedagogy to ensure that all learners within their classes will be able to access an appropriate education. The movement toward a more inclusive educational system that encourages and supports the education of all learners with in the same general schools began with the normalization principle in the early 1970s (Loreman, Deppler, and Harvey 2005. This was supported by the strength of international declaration that resulted in important assertions such as the key Salamanca Statement (UNESCO
which promoted inclusion as being the most effective means of educating the majority of children while combating discriminatory practices.

The guiding principle underpinning inclusion is that regular schools should accommodate all learners regardless of their physical, intellectual, sensory, emotional, or other special needs (Forlin 2008). Inclusion in an educational context means that every child should be a valued member of the school community and none should be marginalized alienated, humiliated, teased, rejected, or excluded. Thus, the implication follows that all teachers should have the appropriate skills to be able to provide suitable programs for the diversity of learner need to be found in their classrooms. With this change in education for learners with special needs has been concomitantly a change in the role of the teachers in supporting inclusion. Clearly, if the classroom structure is to change form a homogeneous grouping of learners to a heterogeneous one, then curriculum and pedagogy must also change to enable the teacher to accommodate all learners’ needs. To facilitate this change it follows quite simply that teacher preparation programs must also transform to ensure that newly qualified teachers (NQTs) are prepared to teach in diverse classrooms and have the necessary skills to adapt the curricula and their pedagogy to meet the needs of all learners. This is not easy an easy task to accomplish when according to Milner, Tenore, and Laughter (2008).

Teacher training institutions have been to some extent slow in many regions to make the necessary adjustments to their courses in order to prepare teachers for inclusion (Forlin 2008; Loreman et al.2005). An analysis of current programs indicates three most common methods for addressing inclusion during initial teacher training (ITT). These relate to (1) conforming to a set of government standards to enable teacher registration; (2) conforming to state requirements for including specific programs within ITT courses; and (3) independent decision making by the training institute. One of the most difficult challenges in preparing teachers to work in diverse classrooms is that of ensuring that they have a positive attitude toward learner with different backgrounds and special educational needs (SEN) and that they are willing participants in the inclusion movement. Effective inclusive teaching involves a high level of ethics and morals; an appreciation that a teacher’s responsibility is not only to inform and facilitate learning but also to act as a role model for guiding the development of their students; and a commitment to facilitate inclusion. Without at
least a minimal understanding of diversity and most importantly a positive attitude toward and belief in inclusion, newly qualified teachers cannot be expected to embrace such a philosophy. The onus is unmistakably on all ITT institute to ensure that they provide quality training that prepares teachers for diversity, regardless of whether this is mandated or not.

Mahmoud, Meqdad (2010). CBR (Community based Rehabilitating) and inclusive education. Dis-Educate, Disabilities studies university of Captown. This study focuses on to ‘[dismantle] the normalizing ideologies,’ challenge the “very logic on which schools are based” and to criticize the curriculum theory (Erevelles, 2005:436). To make comprehensive changes in curriculum content and to focus on the following: The experiences of oppression of the disabled. The lives histories and cultures of disability (authorship/agency/subjectivity).The contributions of peoples with disability in life, academia and to professional worlds. The contributions of peoples with disability should design and implement curricula about themselves. Incorporation faculty and student autobiography into the curriculum. Experience of learner with disability must be incorporated (Clark, 2002)

CBR programs played an important role in facilitating accessibility of Learner with disability to education. Inclusive education is one of the goals of CBR and focuses one changing the system to fit the learner. This shift in understanding towards inclusive education is required of CBR programmers, which in the past have tended to work at a more individual level. Currant curriculum contributed to the contracting of disability as other and deviation from Normal. CBR programs, workers and activities have a leading role in creating an inclusive curriculum. The multi-level model and the inclusive curriculum proposed model are tools for CBR workers to facilitate their role.

Ghergut, Alois (2011).National policies on Education and strategies for inclusion; Case Study – Romania. Procedia – Social and Behavioral Sciences,29,1693 – 1700. This paper focuses on last decades more countries have encouraged the idea of inclusive society, open and flexible to the human diversity phenomenon. In this context the implementation of inclusive policies to integrate students with special educational needs in schools calls actions from different fields: psychology, pedagogy, sociology, social work, nursing, organizational, legal, political etc. An
analysis of the nationally situation has revealed a number of strands in the improvement and development of educational services for integration of children with special needs and disabilities in normal schools. In this context our study emphasizes the evolution, strengths and weakness of inclusive programs developing in the Romanian education system. Research methods are based on case studies and analysis of official documents elaborated by the Romanian state authorities. Gradually and in differing degrees, our normal schools have tried to open and to adapt the educational offer in relation with the new directions of change in educational activities (the results of integration and inclusion programs). Also, they attempted to develop partnership with special schools, to assess sources of information and continuous training of teachers to be able to adapt at specific requirements and challenges of inclusive schools. Like other countries, education of children with special needs in Romania on inclusive schools it’s the consequences of education policies from the last years, after Salamanca Statement and Framework for action on special needs education. Another hand, inclusion and integration remain a controversial concept in education and many discussions about inclusion or integration should address several important questions for educators and specialists in education.

Lade, Vishal (2012). A case study of Ankur Vidya Mandir as an inclusive school, university of Pune, Pune. The objectives of the study were:-To study the admission process in Ankur Vidya Mandir. To obtain information about teaching learning methods used for all children (normal and special) in Ankur Vidya Mandir. To obtain information about the facilities available for all children in Ankur Vidya Mandir. Major Findings:- Ankur Vidya Mandir welcomes all students. There is no matter of economic condition of students and if the student has ability or disability. There is no required period of admission for children in Ankur Vidya Mandir. Some documents and test procedure is required for students to get admission in Ankur Vidya Mandir. There is special criterion for disabled students to get the admission like the parents must present a medical certificate for the disability. They conduct all the requisite tests to assess the child’s abilities. There is some special criterion for normal children to get the admission like they administer tests to determine where the students stand academically. In Ankur Vidya Mandir all the teaching methods are used like lecturing, discussion, project and dramatization. All teachers use different methods of teaching to teach normal and disabled children in Ankur Vidya Mnadir.
All the needed academic things are provided to slum area students. Ankur Vidya Mandir provides special facilities for disabled people like psychological tests, swimming therapy, academic modification pattern. Ankur Vidya Mandir provides vocational training at pre-primary, primary, and secondary level. Ankur Vidya Mandir provides ‘Anugraha Rehabilitation Centre’ for those who are hypersensitive. Ankur Vidya Mandir provides sports facilities. Ankur Vidya Mandir provides multilevel instruction programme for those students who don’t learn at the same rate.

Marathe, Shubha (2012). *Morris Foundation on Inclusive Education: A Case Study*. University of Pune, Pune. The objectives of the study were:- To explore the vision, objectives, policies and activities based on for inclusive education of Morris Foundation. To analyze the vision, objectives, policies and activities based on for inclusive education of Morris Foundation. To narrate the inclusive educational contribution of Morris Foundation. To assess motivational factors of Morris Foundation to work in Inclusive Education.

Major Findings:- The vision, objectives, policies and activities of Dr. Anjali Morris Education and Health Foundation are related to each other. The Dr. Anjali Morris Education and Health Foundation aims to provide learning support to children with learning disabilities from the schools and those who approach to their resource center through the individualized supportive education and outreach program. It also aims at community awareness which is achieved through the teachers training program and awareness program. The Dr. Anjali Morris Foundation is helping children with learning disabilities by providing them individual learning support and remediation on disabilities through their BOLD Program which aims to the inclusion of these children in mainstream school by providing identification of disabilities, assessment and individual education support. The Dr. Anjali Morris Foundation is being motivated to establish the Morris Foundation through her personnel experience, labeling of the children with learning Disabilities as ‘slow learners’ and self-motivation.

Wood, Paul (2012). *Exploring how principals construct knowledge in support of students with disruptive behavior in NSW primary schools*. This study explores how principals construct knowledge in support of students with disruptive behavior in NSW government primary schools. The study explores the contested terrain of both
the field of disruptive student behavior and principal leadership in the context of ongoing debates over which forms of knowledge can inform effective practice. Mixed methods approach is used to examine current attitudes, beliefs and theoretical knowledge of a sample of 340 principals using quantitative survey design alongside qualitative case studies that seek to explore the actual practice of three principals nominated as effective in supporting student with disruptive behavior. Sequential and concurrent interpretation of both qualitative and quantitative data is proposed to elicit important insights concerning both what principals in general know and how they know it, alongside what effective principals actually do. Instead of positioning qualitative-quantitative methods as oppositional this enquiry is connected to explore how multiple knowledge construction is a feature of principals’ practice will provide insight into future directions of educational practice for the principal ship and the field of disruptive student behavior.

Sharma,U. and Loreman,T.(2013). What makes a teacher an inclusive teacher? International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh,27. It is argued that teaching in inclusive classrooms requires teachers to have three elements (Shulman,2004). These three elements are head (cognitive knowledge and the theoretical basis of the profession); heart (ethical and moral attitudes and beliefs reflected in one’s behavior); hands (technical and practical skills necessary to carry out the essential roles of the profession). What is required to prepare teachers who have head, heart and hands of an inclusive teacher remain unknown. This paper, which is based on a systematic review, makes an attempt to operationalize the three elements so that teacher educators involved in the preparation of pre-service teachers could use the three elements in holistic development of their graduates.

Haque,M.S. and Akhter,M.(2012). Including the excluded in higher education: An inspirational case study. International Conference on Inclusive Education ACIE, Dhaka,Bangladesh,11. Anne Sullivan epitomizes the concept of inclusive education. Being born deaf, dumb and blind, Helen Keller would never have had a chance of any type of education, special or formal, had it not been for an extraordinary and dedicated educator like Anne Sullivan. But it is not only individual efforts that make a difference in the lives of the excluded. More can be done through accommodative institutional or organizational infrastructure to cater the specific needs of special people. If higher educational organizations come forward to
champion the causes of the excluded, student with a disability, special children can get an opportunity to get inclusive higher education, thus providing them with a fighting chance to survive with dignity and contribute to the development of a society. This is a case of Mukti (not her real name) who not only received the help of individual educators, but was provided the foundational platform by a higher educational institution which facilitated her thirst for knowledge. Based on detailed interviews with Mukti, her instructors and concerned institutional administrators, we will report a near-blind girl came to achieve what would surely not have been possible without the open-mindedness of this private university. This paper endeavors to explain how higher education may be provided with the help of accommodative institutional and individual academic initiatives. In the process, we will explain through a case study, the story of an inspirational individual who despite her many obstacles preserved against all odds.

Belapurkar, Anita (2013). Inclusive Practices in Urban and Rural Schools in Pune – A Study. Pune University of Pune, Pune. The objectives of this study were: 1] To assess the physical and Human Resources in Urban and Rural Schools in Pune with respect to:- Modification in infrastructure for inclusion of differently abled students, Material essential for inclusion of differently abled students, Technological support required for inclusion of differently abled students, Availability of Human Resources for inclusion of differently abled students, Knowledge, Acceptance and attitude of teachers in urban and rural schools in Pune with respect to inclusion of differently abled students. 2] To compare the physical and Human Resources in urban and rural schools in Pune with respect to inclusion of differently abled students. 3] To develop and test the effectiveness of knowledge based program in inclusive education (KBPIE) for teachers in urban and rural schools in Pune.

Major Findings:- In urban and rural types of schools, school building are not designed according to the plan necessary for an inclusive school. Material essential for inclusion of differently abled students is not adequate in both the types of schools. As far as successful inclusion of differently abled students is concerned both the types of school, i.e. urban and rural, have very less modifications done technologically. Knowledge of the school teachers regarding inclusion of differently abled students is not satisfactory. Modifications and infrastructural facilities provided in urban schools are moderate while the same in rural schools is not satisfactory. Urban schools have
more infrastructural facilities than rural schools. Knowledge Based Program in Inclusive Education (KBPIE) for teachers teaching for higher primary level is effective with respect to, identifying differently abled students.

Slee, Roger (2013). Meeting some challenges of Inclusive education in an age of Exclusion. Asian Journal of Inclusive Education. Vol No.2,3-17. Exclusion is ingrained into the global social fabric and education in particular. This paper takes up the challenge of international agreements and conventions affirming Education For All. Increasingly education jurisdictions are submitting to lean testing regimes and publishing results to drive local, national and international competition to drive up standards. While there are grave concerns about the poverty of such policy imperatives and the narrow definition of assessment therein, evidences is mounting to demonstrate the preserve and deleterious impacts on disadvantaged communities and vulnerable individuals. The rhetoric of inclusion is strong but conceptions and practices of inclusive education are inconsistent and disconnected from other aspects of social and education policy and education policy that drive exclusion in stark and subtle manifestations.

Forlin, Chris (2013). Changing Paradigms and Future Directions for implementing Inclusive Education in Developing Countries. Asian Journal of Inclusive education. Vol.No.2,19-31. This paper reviews how the international trend to adopting and inclusive approach to education is impacting upon developing countries. Like all regions, developing countries are unique in their requirements. They thus require policy and practices that not only adopt the international Conventions but also reflect their uniqueness and provide a methodology for implementing inclusion that is regionally and locally effective. Conflicting issues of providing equity while maintaining greater accountability are especially challenging for developing countries with their enormous diversity of students, support, access and options. The impact on teachers, the role of the principal, competing educational systems, and a reluctance to move away from firmly entrenched pedagogies and curricula also influence the development of inclusion. An examination of future directions for inclusive education considers how developing countries might respond to these challenges to advance and inclusive educational approach that ensures better equity and opportunity for all learners.
It would be seem immutable that teacher education is the epitome of establishing more effective and inclusive schooling for all learners. Without effectual and proficient teachers appropriate pedagogy and instruction is unlikely to be provided that can accommodate the needs of all learners. Similarly, without a positive mindset towards inclusion and a genuine willingness to differentiate the curriculum to meet students’ diverse needs, inclusion is unlikely to become anything more than rhetoric. According to Armstrong et al. (2010), reports from the majority of developing countries identify serious problems in teacher education and pedagogy within schools. Clearly, then, a major focus of moving forward must be much greater emphasis on preparing teachers for an inclusive approach.

To enact an inclusive approach the principal is a key player, in enabling, a positive outcome for all (Sharma & Desai, 2010). The teachers and other staff are also critical to the successful implementation and sustainability of an inclusive approach (Ngcobo& Muthukrishna,2011). Of vital importance, therefore, is the need for teachers who are better trained to provide inclusive practices for learners with diverse needs (Forlin, 2012a; Kibria,2005). The lack of suitably qualified or trained teachers continues to be a major concern in many regions, contributing to the challenges faced by countries endeavoring to implement inclusion (Charema, 2010; Forlin,2010; Stough,2003). Preparation of teachers for inclusion requires appropriate and effective training to be available both prior to and during the establishment of inclusion (Sharma et al.,2013).

Teacher education courses must be related to the practicality of implementation, rather than simply focusing on the theoretical underpinnings of the paradigm, or government policy that dictates the directions for change (Forlin,2012). Course content should also take greater account of the opinion of principals and teachers and the approaches that they have found useful and manageable in supporting inclusion. In particular, in developing countries where information about inclusion is starting to be implemented as part of teacher training educators also require up-skilling before being able to prepare teachers for inclusive education. A system wide training of teacher educators is also essential as adopted, for example, by Vietnam (Forlin,& Dinh,2010).
Since the Salamanca Statement (UNESCO, 1994), there has been a global rise in the numbers of children and young people with special educational needs, including those with Autism Spectrum Disorder (ASD), attending regular schools. The inclusion of children with ASD into regular classroom has been mooted the most challenging for teachers. A wealth of research has investigated inclusive practice in the West. Little is known, however, about inclusive practices in Hong Kong schools for learners with ASD. This article, therefore, reports the results of mixed methods study that focuses on enhancing social communication and interaction for learners with ASD. Extant inclusive class practices and opportunities for social interaction and communication for children with ASD in regular schools in Hong Kong, are identified and practical implications for class practice are discussed.

Conclusion of this paper is that, more children with ASD attend regular schools, greater awareness through reflection on practice and pedagogy development for inclusion is needed. Reflection upon the meaning of engagement with learning and student participation must become a priority for constructing positive learning communities from pre-school to the end of regular school. Acceptance and presence of children with ASD into regular schools is a small part of inclusive education, other essential ingredients being student participation and achievement, as emphasized by Humphrey (2008). Active participation in learning, activities therefore, must be a priority for all learners (Lave & Wenger, 1991; Alexander, 2004; Norwich & Lewis, 2007; Humphrey, 2008) and adult support must help develop autonomy of the child with ASD. Two areas are proposed for further consideration, namely development of class support and strategies for increasing student participation and cooperation.

Sprunt, Beth (2013). Inclusive Education in the Pacific: sharing lessons as the momentum builds. International Conference on Inclusive Education: ACIE Dhaka, Bangladesh, 5. There is rising momentum in the Pacific to increase the number of children and young people with disability accessing education. Drawing on information from research conducted within AusAID-funded programs in the Pacific, Specifically Fiji, Kiribati and Samoa – this presentation will draw together common
challenges, positive practices and lessons in improving access to quality education for children with disability. Methods included semi-structured key informant and in-depth interviews; review of policies, legislation, program reports, peer-reviewed and grey literature; group discussions; observation; and review program monitoring and evaluation data.

The presentation will outline common challenges, but will focus on lesson from positive or innovative responses including methods for building capacity of teachers and teacher aides for working with children with diverse learning needs; addressing the physical environment and transport systems; addressing financial barriers for families; inclusive education resource centres; and means of promoting positive attitudes towards the education of children with disabilities. Some distinct challenges are discussed, such as access to disability-specific services and assistive devices; sign language interpreters, Braille technicians, screen-reading software; education for the Deaf; choices between special education and inclusive education settings to meet different children’s needs; and realistic options for monitoring and evaluating disability inclusion within mainstream education systems.

Pather, Sulochini (2013). Re-examining Inclusive Education Developments in Developing Countries through Reflection. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 6. This paper focuses on challenges affecting the development of sustainable Inclusive Education in the developing world, drawing from personal and professional experience of Inclusive Education development projects in a range of countries. The paper highlights personal impressions of tensions and challenges experienced in relation to definitions, strategic planning and operationalization. It looks in detail at a few contexts as illustrative examples, providing insight into attempts at developing policy and practice to include children with special needs and disabilities in mainstream schools. The key issues raised in this paper will be around the policies of globalization, post-and neo-colonial approaches to knowledge sharing of what works best and outcomes in practice. It highlights evidence around local notions of ‘inclusion’ and support which challenges traditional, mainstream approaches and provides more sustainable alternatives to developing contextually relevant policy and practice for Inclusive Education.
Hoque, K.E. (2013). Inclusive Education: A Comparative Study between Malaysia and Bangladesh. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 6. This study seeks to find the basic and most important differences in Primary education of Malaysia and Bangladesh. Secondary data are used for this comparison. Data shows that student enrollment in both system is almost same. But there is a huge difference between the drop-out rate, infrastructure and per student policy expenditure. Boys’ enrollment is lower than girls in Malaysia whereas it is almost same in Bangladesh. Girls continuously outperform boys in Malaysia but boys still outperform girls in Bangladesh. The enrollment of disable students is much higher in Malaysia though Bangladesh has six times larger population. The determinants for inclusion of students under ‘inclusive education programme in Malaysia are parents’ academic background, parents’ socio-economic background, children from remote areas, very poor, gifted children, children from linguistic, cultural or ethnic minorities and disable students. But only disable students have been considered under ‘inclusive education’ program in Bangladesh. The respective success and challenges of the Malaysia and Bangladesh education systems offer valuable lessons for both countries and for the rest of the developing world. The author identifies issues that deserve further attention of researchers and policymakers.

Haib, R. B. (2013). Barriers to Inclusive Education: A critical appraisal. International Conference on Inclusive Education: ACIE Dhaka, Bangladesh, 7. The paper studies like many developed countries Bangladesh has also taken the route to inclusive education, an approach favoring the presence, participation and achievement of all students in education. To do so, policy has been drafted enacting laws and regulations, but a huge gap between policy and practice is observed by many (Ibrahim & Ahuja, 2002; Ahsan, 2007). Although education is made compulsory for all children and a separate primary mass education division has been set, 89% of children with disabilities are not in education in Bangladesh (Rehman, 2011). The present paper hence is an effort to review the issues and constraints to inclusive education (IE) based on both primary and secondary data. A two phase approach: reviewing existing literature and participatory for collecting information was used to carry out the study. Purposive sampling was used, with the participants chosen based on three main factors: (a) having a mobility limitation, (b) being able to understand and participate in the focus groups, and, (c) regular attendance in an integrated/special
school. Some of the findings suggesting barriers to IE are policy-practice gap, lack of proper teacher education, scarcity of resources, attitudinal barriers, and lack of collaboration, intentional/unintentional exclusion and physical limitations. Further initiatives are suggested, such as systematically planned training for teachers and administrators on a short and long term basis with a proper follow up, link programs between regular and integrated/special schools, twofold placement provisions, development of special units in regular schools, and inter–ministerial and inter-schools collaborations to improve inclusive education practices. Recommendations for promoting coverage and quality maintenance are provided and discussed in relation to inclusive education efforts.

Dewan, Limia (2013). Social inclusion of severe visual children in inclusive education system at BRAC School. International Conference on Inclusive Education: ACIE Dhaka, Bangladesh. BRAC Education Programme has taken an inclusive approach throughout its history first BEP work with girls, then with poor children after work with ethnic children. In 2003, BRAC began focusing on identifying children with disabilities. After providing training to the staff the number is now presently raise into 1, 31,945 including all graduates. BRAC’s current focus is on expanding the range of disabilities that their staffs are capable of facilitating, as well as improving the quality of education that these children receive in BRAC schools. BRAC employs a holistic approach in its educational program for special need children. Realizing that children with special needs were being limited in schools by the lack of specialized facilities, BRAC determined to provide necessary surgery, treatment & assistive devices to these children – an anything that will help the special needs to either overcome their disability or increase their mobility. This paper reports on the theme Equity, access & social inclusion. BEP is now enrolled Blind children along with other children. This paper also reports how to deal visual impaired students in inclusive classroom. By expanding this programme BRAC hopes to provide equal opportunities for education to CSN who have been marginalized in Bangladesh. Finally, this paper proposed some simple system to improve schools, classrooms policy and make school material more inclusive and child friendly.

Fellysia, F. and Hasan, T. (2013). Inclusion is where the heart is: A case study of an inclusive school Indonesia. International Conference on Inclusive Education: ACIE Dhaka, Bangladesh, 8. Indonesia’s commitment to inclusive education is
evident through the numerous government’s policies, laws, and programmes that have been initiated since the World Conference on Education for All in Jomtien (1990). However, there is a gap between rhetoric and reality, with no clear strategy for implementing inclusion in schools being offered by the government. This dissertation seeks to explore inclusive practices in the Indonesian context and relate them to the existing government policies. A private school ‘Pelita’ was chosen as the focus of this research as it was selected by the Ministry of National Education to be the model inclusive school in East Java. Existing literature on inclusive education in Indonesia was reviewed, together with literature from Asia and the West. Eight interviews were conducted with adult stakeholders in Pelita to obtain their perspectives on inclusion in the school. The Index for Inclusion was used as the framework for analyzing data. School, documents were analyzed and a research dairy was used to triangulate the interview data. The findings of this study indicate that inclusion in Pelita is mainly about integrating disabled children in mainstream classes through Individualized Educational Plans. The key elements for implementing inclusive education in Pelita are the culture of collaboration and the possession of ‘heart’ to value differences and embrace Indonesia’s motto of Bhinneka Tunggal Ika (Unity in Diversity). However, inclusive practices in Pelita might be difficult to replicate due to large class sizes in most public schools in Indonesia.

Krammer, M. (2013). The development of an inclusive system in Austria Historical developments and pathways to inclusion. International Conference on inclusive education, 9. With the reformation of the federal school act concerning the compulsory schooling in 1993, the Austrian education system transferred from a segregative school system towards an inclusive one. Nowadays, about 50% of all pupils with Special Needs (SEN) are taught in inclusive settings. Nonetheless, it is important to notice that the integration rate vary considerably between the different federal states of Austria. In Styrian, for example, the integration rate is approximately 85% whereas in Lower-Austria, another federal state of Austria, the integration rate is only about 20%. The present paper tries to examine why the Styrian school system developed towards an inclusive one in the way it did. Moreover, it will be examined which reasons have been crucial for the divergent developmental pathways of the different Austrian federal states. In order to do this, three qualitative expert interviews were done with the responsible persons of the school administration. In addition,
scientific literature and other kinds of documents that are not only easily found elsewhere (grey literature such as codes of practices, recommendations and laws) were considered and used to validate and, respectively, support the results of the interviews. The results of this piece of research show clearly that the initial starting point of the development of an inclusive school system was based primarily on the efforts of a grass-roots movement of concerned parents and special education teachers in the 1980’s. Subsequently, the further development of an inclusive school system in Styria will be outlined. However, the outcomes also indicate that the divergent developmental pathways towards inclusion were mainly determined by the attitudes about inclusion of responsible persons in stakeholders’ positions in the school administration of the different federal states of Austria.

Alam, K. J. (2013). Inclusion of children with disabilities into mainstream education system through collaboration with relevant stakeholders: A case study, International Conference on Inclusive Education: ACIE Dhaka, Bangladesh, 10. This paper reports about Centre for Services and Information on Disability started working towards inclusion of children with disabilities into mainstream education system since 2001. CSID learnt that the conventional approach is unable to bring the children with disabilities into mainstream education, since there is no National IE policy and legislation support. CSID conducted 4 studies on Education of children with disabilities and Inclusive Education. Studies revealed that: Enrollment rate was only 4% and higher in urban areas compared to rural areas. The studies identified the following Shortfalls towards Inclusion of children with disabilities into Mainstream Education: Lack of Government interest; Lack of technical skills and resources; Negative attitude towards disability; Lack of accessibility in school building and public transports; Lack of Curriculum adaptation; Lack of proper planning; Lack of coordination among concerned departments, academia and professionals; Lack of appropriate information; Inadequate regional and international cooperation.

Rahman, M. A. (2013). MICAII Model: An investigation into the question of what, why how, whom, whose and which. International Conference on Inclusive Education ACIE, Dhaka, Bangladesh, 11-12. MICAII is an abridged of six words: motivation, inspiration, cooperation, appreciation, incentive and intervention. MICAII has been innovated in a yearlong action research held in 5 schools in Bhanga and
Sadarpur Upazilas in Faridpur district and 5 schools in Rangamati district in year 2009-10 under the financial TQI-SEP project, Ministry of Education. The research has tried out the causes of slow learners in first step, then to innovate the devices/techniques for mainstream the slow learners second see later on to apply devices in the field in third step, to exchange views and evaluate impacts of devices application of devices in two regional seminars respectively held in Bhanga pilot school and dayamomi high school. Sixty five causes were found behind slow learners. The synthesized and further synthesized in the seminars and focused group discussions with headmasters, teachers, SMCS, guardians, local leaders, education officers, Upazila Nirbahi officers and district commissioners. Finally one cause lack of love of teachers for students was developed. It accelerates slow learners towards mainstream and facilitates the fast learners further for optimization of utilization of potentiality. Each word of MICAII is related with building of love in the mind of teachers for students. For instance when a teacher will try to motivate s/he is to love student. Motivation will be possible when love will remain in it. Same is true with other words like inspiration cooperation appreciation incentive and intervention. Six individual loves will produce grand love and fulfill the gap lying between teacher and student.

Kibria, G. (2013). Academic Achievement and Psychosocial Development of Students with Disabilities in Inclusive Classrooms. International Conference on Inclusive Education: ACIE Dhaka, Bangladesh, 12. The efficacy of placing students with disabilities in inclusive classrooms has been a controversial issue to some stakeholders. Although empirical evidence is very limited in this area, a review of recent research about placement of students with disabilities in inclusive settings indicates significant positive outcomes in the area of social development and in some measures of academics performance. Findings of recent research studies and their implications for further study and strategies for improving learning in inclusive settings will be discussed in this presentation.

Kawai, N. (2013). How do International Schools Students with Disabilities Receive Their Services in Japan/ A Survey Study. International Conference on Inclusive Education ACIE Dhaka, Bangladesh, 13. The purpose of this research was to investigate the current state and issues regarding implementing special education at international schools in Japan. International schools provide education to students
who are not nationals of the host country but some schools accept local students who want to learn foreign language and /or culture. The questionnaire consisted of three sections: 1) the demographic page, which asked basic information of the participated school, 2) the questions for the schools which provide special education services, and 3) the questions for the schools which do not provide special education services. Some of the questions in Section 2 were: what kind(s) of services in special education they provide, why they provide special education services, who they ask for help when they cannot provide students with appropriate services. In Section 3, some of the questions were: the reason why they do not provide special education services, what they do if they are asked to accept students with disabilities at their schools etc.

The questionnaire was sent to 83 international schools and the replies were received from 56 schools. Out of these 56, the replies from 48 schools (57.8%) were considered to be valid. The total number of students in these schools was 3,181 (1,488 males and 1,693 females). The percentage of students who are eligible to special education was 4.0% (34 males and 28 females) but only six students with special needs had opportunities to see specialists. The percentage of the students with whom teachers displayed their concerns about learning, speech and language, and /or behaviors; but who had not been diagnosed with any disabilities; was 5.5% (51 males and 37 females). Therefore, a total of 9.5% of the students (89 males and 65 females) were considered to be eligible for special education at these international schools.

Kamal, M. (2013). Impact of Cochlear Implants on the Academic development of Children with Hearing Impairment (HI) enrolled in inclusive schools in Bangladesh. International Conference on Inclusive Education ACIE Dhaka, Bangladesh, 13. This article explores the academic development of students with hearing impairment who are studying in inclusive schools in Dhaka city after having cochlear implantation. Cochlear implantation is a recent phenomenon in Bangladesh. Parents believe that after successful implantation their children will be able to hear, speak and achieved adequate academic development like other children. But there is still a large question mark on the development of an implanted child especially regarding their academic development. This study aimed to answer these questions. Do implanted child have any significance changes in terms of academic performance after doing implantation? Which education provision will be appropriate for implanted child?
Sheesh, K. S. (2013). Perspectives of the students and parents about mainstreaming the children with special needs in Bangladesh. International Conference on Inclusive Education: ACIE Dhaka, Bangladesh, 14. This paper deals with the issue of mainstreaming children with special needs (CSN) into regular classrooms and discusses the problems from the viewpoint of the students and their parents’ experiences. Following a qualitative method, this paper investigates the phenomenon of mainstream education for CSN. The context of this study was two regular primary schools in Dhaka, Bangladesh and participants were selected purposively from these schools. Semi-structured and open-ended questions were used for the interviews. The results of the study showed that there is a lack of awareness among mainstream teachers, general students and their parents about CSN. The parents reported that teachers lack the skills and experience for teaching CSN together with the regular students in the same class. They also stated that there is limited teacher training and that the resources in the schools are inadequate to meet the needs of their children. Inaccessible infrastructures and facilities in schools were mentioned as other important barriers for the education of CSN in mainstream schools. Students and parents, however, seemed to support the idea of mainstreaming.

Bhamani, N. and Bhamani, S. (2013). Are Schools Disabled Friendly? Analysis of Trends and Perceptions of Accessibility in the School Systems. International Conference in Inclusive Education: ACIE, Dhaka, Bangladesh, 15-16. Accessibility and Inclusion are two eminent terms in the field of Special Education and Disability. Access relates to the provisions of services for the persons with disabilities (PWDs) whereas inclusion relates to involving PWDs in the mainstream society. According to the last census of Pakistan, it has a 2.6% disability ratio means that out of 100 people there are approximately 3 people suffering from one form of the disabilities. Pakistan although has shown a progress in disabilities activism in the recent decade due to address to these themes. However, there is still a lack of appropriate scientific studies to show the recent trends in Pakistan. Hence, this study aimed at investigating a specific theme of access and inclusion in relevance to school context. This inquiry intended to explore the trends, issues and challenges of accessibility in the school systems to cater to the students with the special need. Mix method designed was approached for the study to explore the qualitative and quantitative data about this issue. A total of 192 schools were visited to explore if they
are fit to meet the needs of the students with special needs and 5 schools heads were interviewed to collect the data about the subjective perceptions of the school leaders on this phenomenon. Pakistan special education policy was also reviewed to examine the initiatives planned at national level in this relation. The findings revealed that schools are not disabled friendly; there are gaps in the special education policy implementation framework and also lack of awareness at the school leadership level to address to this phenomenon.

Hasan, T. and Azim, F. (2013). Equity through Inclusion: A Challenging Journey in the Education Context of Bangladesh. International Conference on Inclusive Education. This study explores the challenges in achieving equity by means of promoting inclusive education in Bangladesh. Inclusive Education has been a lot of importance in the past few years in this country with a view of promoting equity. Policies and practices have been enacted to establish an inclusive teaching-learning environment. However, the current situation leaves a lot to desire in terms of achieving equity. This study focused on identifying key issues that play an inhibitive role in accomplishing equity through inclusion. We used Systematic Literature Review as method. A number of published and unpublished materials were reviewed to fulfill the objective of this study. Author discusses the findings under four key thematic areas: education for children with disability, indigenous education, education for other excluded groups, and commercialization of education. This study suggests that weak coordination among different government agencies and lack of teachers’ professional development opportunities are the major challenges to promote education for disabled children. It also identifies controversial multilingual issues in promoting first language based multilingual education in Bangladesh. In addition, poor attention to the education for the children affected by natural disasters and increasingly treating education as a product in the current consumerist culture are argued to be working as barriers in achieving equity.

Loba, Faria (2013). Perception of Inclusive education in Bangladesh: A few relevant issues. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 18. Inclusive Education has received serious policy attention in Bangladesh and become one of the major focuses of the policies of the governments across many parts of the world. An education reform is seen as a key drive for achieving social integration and cohesion. These ideas are to be found not just in the
developed countries of North America, Europe and Australia, in the developing world too, considerable interest has been shown in the idea of ‘inclusive education’ and Bangladesh is one of the countries which are also paying ample attention towards it. International agencies such as the United Nations (UN) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Bank and the United Kingdom’s Department for International Development have been powerful advocates of ‘inclusion’ as a core principle of schooling and education system. Therefore, throughout the paper it has been tried to argue the prerequisite of need assessment and necessity of extensive research to understand, evaluate and justify inclusive education in light of teachers, students and parents’ opinion.

Sharma, Madhulika (2013). Reviewing the dialogue on Inclusive Education: An Indian Experience. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 19-20. This paper plans to outline the Indian dialogue on ‘inclusive education’, which has largely been a problematic passage so far and has been misplaced in the overall practices of the developing world discourse. The paper contextualize the theme of inclusive education in developing developed divide and places to argue on how the core of inclusive education should be to prioritize the needs of children with disabilities in India and provide them full subjective and policy support equivalent to other children. The paper argues that though inclusive policies are being carried out throughout country; its national and state practices, relevance and effectiveness within India’s complex social context are questioned time and again.

This paper will depend upon both the inductive and deductive approach in examining the Indian dialogue on ‘inclusive education’. Through a detailed official document analyses, it would inspect if there were a gap exists between the Indian outlooks on ‘inclusive education’ and the international dialogue of the subject. Inclusive Education is an extension of integrated education, and both are Western phenomenon. Findings indicate that in India, the global practice and standard of ‘inclusive education’ is largely a misplaced portent and remains misunderstood. Inclusive education has been a feigning attempt in linking with the overall discourse of attaining or providing general education in India rather focusing over the needs and requirements in attaining education. Though the treatise of the inclusive education has been a widely introduced policy practice in state and central government mechanisms in India, yet
the exclusivity of the inclusive education has still remain a lesser-known concept and phenomenon.

**Murshed, R., Ferdous, S., Islam, F. and Khan, N. (2013).** Children with Autism Spectrum Disorder (ASD) face challenges in mainstream schools, but do well while in Inclusive Schools: is the findings of a special education teacher, having mainstream teaching experience. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 20. The aim of this study is to explore effectiveness of inclusive education for the children with Autism Spectrum Disorder.

UN Declaration on “World Autism Awareness Day” in 2008 has sensitized the people in Bangladesh, like many other people around the world, about the mostly spoken condition called Autism. The learning and day-to-day-life activities of affected children are largely hampered by Autism. The children with high functioning Autism studying in inclusive settings are doing excellent and in some cases becoming the best; but the history behind them are cases of dropouts from the mainstream school only because they are unsocial, rigid and do whatever they like – do not follow instruction or do not show proper behavior (stereotype/odd behavior). After years of experience, Bangladesh Protibindhi Foundation (BPF) found that the strategies of inclusive education bring benefit to the children with Autism spectrum and reduce the dropout rate, parents/family stress, find ways for the children to complete their academic career and help them become social as much as possible. Ten cases were thoroughly studied to share the findings and it was concluded that, by imparting training and raising awareness among people/teachers on Inclusive education, one can reduce the challenges of ASD children to a great extent.

**Moula, F. and Ferdous, S. (2013).** Inclusive Education to Inclusive Employment: A multi-dimensional approach. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 22. In Article 23 of UNCRC – A disabled child has the right to special care, education and training to help him or her enjoys a full and decent life in dignity and achieves the greatest degree of self-reliance and social integration possible. A place for a child with a disability in mainstreaming school without the appropriate support network can actually have a negative impact on their future. Teachers need training to understand the best methods to help children with a disability reach their full potential. Flexibility curriculum and education for special need students and their families also needs to be addressed. While children with
disability complete their education (accordingly to their level) and become youth adults, it is vital that they have the opportunity to transfer the skills they learned at school into income generating activities. However, they need the appropriate support network to succeed. The objective of this paper is to share some techniques to empower the children with disabilities through education, training, treatment facilities and make them a productive and independent member of the mainstreaming society through need based employment. This paper will explore some success story of youth adult with disabilities who are employed by the support network of BPF. They are working in various working places in urban rural settings. Now, they are a contributing and responsible member of their family as well as the society

Anisuzzaman, M. (2013). Inclusion of Children with Disabilities in Mainstream Education in Bangladesh. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 22. This study aim to explore the process of inclusion of children with disabilities in mainstream education in Bangladesh, identify the barriers of inclusion for children with disabilities and suggest ways and means to reduce dropout of children with disabilities from education. Review of international and national policy documents, published articles, project documents of UN, international and national non-governmental organizations were done to gather information. Experiences of implementation of a project by key implementing partner of Leonard Cheshire Disability (LCD) in Bangladesh, Centre for Disability in Development, and other 16 local partners during 2008 and 2010 were also reviewed. The paper explores the fact that the overall implementation of the project was efficient by CDD and its partners. The use of partners proved extremely effective, project targets were achieved including building the capacity of organizations, teachers, education officers and other related stakeholders to include children with disabilities in mainstream education.

Ahsan, Tariq and Sharma, Umesh (2013). Impact of teacher education course on pre-service teacher preparation for inclusive education. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 25. Since the declaration of Salamanca Statement in 1994, several countries have adopted the principles of inclusive education as the best possible ways to provide quality education to children with special needs. Several countries have also formulated national policies and drafted legislation to promote inclusive practices in schools.
Successful implementation of such policies and legislation is largely dependent on school educators’ attitudes, their preparedness and availability of necessary support to implement the reforms. Attitudes of teachers, both in-service and pre-service, remain the cornerstone of any such policy reforms (Moeller & Ishii-Jordan, 1996; Paneque & Barbetta, 2006; Romi & Leyser, 2006; Sharma, Loreman & Forlin, 2011; Martinez, 2003). This presentation is aimed at exploring teachers’ attitudes in depth through systematic analysis of published articles between the periods of 1994 to 2011. The presentation will report why some teachers are negative about inclusion. How variables such as experiencing direct contact with persons with disabilities can influence attitudes will also be discussed. Most importantly, this paper will report why some pre-service teachers feel better prepared students with diversities while others remain significantly concerned. Implications of the findings for university educators and policy makers will also be discussed.

Alam, M.J. (2013). An Inclusive Education trainer’s perspective in Bangladesh: Challenges and mitigation strategy. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 25. Inclusive education (IE) is an approach to improve the education system by limiting and removing barriers to learning and acknowledging individual children’s needs and potential. The goal of this approach is to make a significant impact on the educational opportunities of those: who attend school but for different reasons do not achieve adequately and those who are not attending school but who could attend if families, communities, schools and education systems are more responsive to their requirements. Considering the above mentioned issues, as a person with visually impaired, a trainer and development activist in the inclusive Education sector for the learners with disabilities, I would like to present the challenge and possible mitigation intervention for the challenges in Inclusive Education.

Islam, M.S. (2013). Present Situation of Primary Teachers Training in Bangladesh: Inclusive Education Perspectives. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 27. Inclusive education is an education system that each student belongs and receives a quality education no matter their ability, disability, language, cultural background, gender, or age. The goal of an inclusive education system is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential.
Therefore, some children, youth and their families do not feel that they have the same opportunities as their peers. Primary education is the first stage of academic education system in Bangladesh. To develop inclusive education system in Bangladesh primary level might be prioritized. To do this training on inclusive education should be emphasized for primary teachers. The main objective of this study was to identify the knowledge about inclusive education of primary teachers’ in Bangladesh. Qualitative research approach had been used to conduct this study. The data was collected from primary teachers’ opinion and Primary Teachers Training Institute (PTI) curriculum. The teachers had been selected by using convenient sampling. Document review and Interview was used for data collection tools. It was found from study that most of the teachers did not have knowledge about inclusive education. Few of them had little or partial knowledge about inclusive education. Inclusive education was not emphasized on the present primary teachers’ curriculum. In this reargued inclusive education should be emphasized in the curriculum and also should give importance in practice also.

Nxumalo, C.P. and Lukhele, S.B. (2013). Inclusive Education: Responses, Challenges and Prospects for the Kingdom of Swaziland. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 29. Inclusive education is now progressively seen as an overall principle that should guide all educational policies and practices, with implications for policy-making and curricula at all levels of the education system, as well as in pre-service and in-service training. The Ministry of Education and Training in Swaziland has embraced inclusive education as a policy approach to inform and guide all sub-sector policy goals, strategies and activities. This has to some extent served as a catalyst for the transformation of schools and training institutions in the country. This paper attempts to highlights and examine the concept of inclusive education in the context of the Kingdom of Swaziland. It highlights the responses and opportunities for developing an inclusive education system in the country with particular focus on teacher education reforms.

Sharma, Nitin (2013). Developing Human Resources for Inclusive Education: Experience of Rajasthan (India). International Conference for Inclusive Education: ACIE, Dhaka, Bangladesh, 30. Education is a human resource intensive activity, and having sufficient skilled and motivated professional is an important
element of a quality education system. To support the education of children with visual impairment, education programmes should aim to have one special educator to every ten children needing support. Study conducted by Sight savers and Sarva Shiksha Abhiyan(SSA) in Rajasthan revealed that there was only one special educator available to 163 children with disabilities. Absence continued rehabilitation trainings were observed. There was significant regional imbalance of availability of educators. Given these challenges a need was felt to work jointly to strengthen the education system in Rajasthan. Sight savers and SSA to address this challenge taken up various capacity building initiatives for special educators, district coordinators and school teachers. All these cadres have been trained on aspects of inclusive education like plus curriculum training, Low vision service management, supervision and monitoring and interventions for multiple disabled children. Training of trainers programme was organized for Thirty six special educators in collaboration with Blind People Association. Ahemedabad. Educator’s skills have also been upgraded in subject teaching like mathematics, science, languages and Braille contractions. These training have been organized in collaboration with national level institutes like National Association for the blind, National institute for visual handicapped.

Chowdhary,S.K. and Hasan,M.M.(2013). Training on Inclusive Education : Perception of Primary School Teachers. International Conference on Inclusive Education, ACIE,Dhaka, Bangladesh, 30-31. Over the years, Bangladesh has shown a notable advancement in primary education. Inclusion of students with disabilities in mainstream primary education is also increasing year by year. However, in the context of quality teaching learning for all Bangladesh is still a far away from effective inclusive education. Though different teaching learning process are said to be included with traditional teaching learning method, the training for this new method are not enough yet. Alternatively, if the teacher got these training they have used it in different way. Our main purpose of this paper is to explore the perception of our primary teachers about the training regarding Inclusive Education. The researcher also tried to find out what percentage of teachers got inclusive Education training and what their perceptions about inclusive education are. For conducting this study the researcher, took primary teachers as a sample and the samples are chosen purposively. For collecting data, semi-structured interview tools are used. Collected data are analyzed thematically. Because of this study, it is found that, only Head
teachers are getting the chance of Inclusive Education training but the teachers of primary sector who are directly related to the students did not get any training about this. In addition, according to them, inclusive education is not possible for this country especially including the special needs students. They suggested making separate institution for them. In addition, it is sometimes annoying to them to have a special child in their classroom. They also asserted that, if they have training, it would have helped them to change their perception about Inclusive Education. Finally, the researcher would like to strongly recommend that the training about Inclusive Education should be spread out among the entire primary teacher for the betterment of our Inclusive Education’s future.

Kibria, Gholam (2013). Preparing Teachers for Inclusive Classrooms: The Case of Bangladesh. International Conference on Inclusive Education, ACIE, Dhaka, Bangladesh, 32. In recent years, the ‘Inclusive Education’ movement has gained much recognition and emphasis in the USA and in most Western countries of the world. A number of Developing countries also have been greatly influenced by the philosophy of inclusive education and enacted laws to safeguard the educational rights and welfare of children with disabilities. Of late, some of these countries, including Bangladesh, have been trying to initiate inclusive classrooms in the regular education system. But the most critical and vital issue that most of these countries face at this juncture is: How to prepare enough trained personnel to meet the challenges of full inclusion in regular classrooms? The pros and cons of the issue will be discussed in this presentation in light of scenario as presented by Bangladesh. The presenter, who was a Fulbright Senior Specialist at the IER, Dhaka University, will present a step plan for implementation of inclusive education in Bangladesh that could be adopted as a model for other developing countries, as well.

Kawai, N. and Forlin, C. (2013). Inclusive education reform in Japan: Are pre-service teachers ready? International Conference on Inclusive Education, ACIE, Dhaka, Bangladesh, 32. International educational reform has focused for many years on developing an inclusive approach to education for all learners. This philosophy promotes equity, embraces diversity, and ensures the rights of all learners to attend the same school. In Japan the Government has launched a new initiative which aims to highlight inclusive education as a major reform throughout the country. The objective of this research was to identify the perceptions of pre-service teachers
regarding their preparedness for becoming inclusive teachers. Data were collected from undergraduate students in our two departments. An adapted and translated version of the Sentiments, Attitudes and Concerns about Inclusive Education – Revised scale (SACIE-R) and the Teacher Efficacy for Inclusive Practice Scale (TEIP) were employed. The Japanese versions of these scales were piloted with a small cohort of pre-service students. Modifications were made before final version was used. The scales collected demographic data and responses to items related to the inclusion of students with special educational needs in regular schools in Japan. Data were also collected regarding their perceived teaching efficacy to use inclusive instruction, efficacy in collaboration, and efficacy in managing behavior. We will present the findings and discuss the key issues for teachers in training who will be expected to engage in an inclusive approach to education in Japan.

Krammer, M., Gebhardt, M., and Schwab, S. (2013). On the cooperation among regular teachers and special education teachers in an integrative framework: Inclusive education in Austria and cooperative teaching. International Conference on Inclusive Education. ACIE, Dhaka, Bangladesh, 35-36. Historically, the Austrian special education school system developed quite similar to the German one. However, during the last two decades the school system in Austria was explicitly shaped in to the direction of inclusive education of pupils with Special Educational Needs (SEN). Today, about 51.2% of all children with SEN are educated in integrative settings in regular schools. Due to this circumstance special education teachers and general teachers usually work together in inclusive classrooms. The present study was designed to examine the teamwork in integrative settings between special school teachers and general teachers. The inclusive teachers work together in the aspects of instructions and individual education planning (IEP) and should be supported by the school.

The first research question aims to examine whether a difference in the assessment of the teamwork between the special needs and the general teachers exists or not. Moreover, it can be assumed that the traditional teacher profile is more common in secondary schools than in primary schools. So, the second question examines if there is a difference in the assessment of the teamwork between primary school teachers and secondary school teachers. In order to answer this research question, about 380 teachers (general teachers and special school teachers) were surveyed. Subsequently,
quantitative data analyses, in particular univariate statistical methods were used to answer the two research questions. The results show clearly that a significant difference exists in the attitude towards teamwork between secondary school teachers and primary schools teachers. In contrast, no significant differences could be found in the attitudes towards teamwork between special education teachers and general teachers.

**Makinen, Marita** (2013). *Becoming engaged in inclusive practices: Narrative reflections on teaching as descriptors of teachers’ work engagement*. Teaching and Teacher Education, 51-61. This article presents an interpretive phenomenological inquiry into teachers’ work engagement regarding teaching aspects in recently reformed inclusive schooling in Finland. The study focused on asking about teachers’ teaching experiences and the type of work engagement they reveal. The participants comprised 97 pre-service and 72 in-service teachers. The results contribute by uncovering links between inclusion and work engagement. Findings include three phenomenological themes characterizing teaching in an inclusive setting: one-size-fits-all, didactic-pedagogical, and transformational teaching. The author discusses these themes in terms of teachers’ work engagement and improving teaching to better meet the needs of diverse students.

**Choukekar, Ranjitha** (2014). *Study of teacher’s competencies for an inclusive classroom*. University of Pune, Pune. The objectives of the study were: To find out the teachers competencies related to inclusive classroom. To classify the competencies in to criteria related to attitudes, skill and knowledge needed by a teacher to teach in an inclusive classroom. Major Findings:-The dimensions of knowledge are very useful and necessary for an inclusive teacher to know the student with special needs. The results indicate that an inclusive teacher should acquire special education and training related to children with special needs. This would enable the teachers to handle an inclusive classroom and understand the students. The knowledge of seating arrangements of students with special needs plays a very important role as per the responses of the special education teachers as it also connects to other dimensions such as eye-contact with students and catering to their needs accordingly. Knowledge of various policies and evaluation method has also been mentioned as dimensions of knowledge an inclusive teacher should know about. An inclusive teacher should have an attitude of motivating students with special needs.
behave in a loving and caring manner so that it builds a trustworthy and friendly environment in an inclusive classroom. The respondents reflect in their responses that skills of an inclusive teacher make them more efficient and productive as well as progressive. Skills having various dimensions have been suggested by the respondents. Skills such as appreciating, observing, developing creativity, teaching according to the level of students with special needs, are said to be more effective and motivating. Findings show that an inclusive teacher should have problem solving, test taking, listening, reading and writing skills. All these skill would help an inclusive teacher to develop the academic skills of the students.

Sharma, Yogendra and Sharma, Mashulika (2014). Inclusive Education-conceptual framework, Approaches and facilitators. Kanishka publishers, Distributors: New Delhi. This book contains fourteen chapters pertaining to the basic concept, approaches and facilitators of inclusive education. Chapter one to fifth have been devoted to discuss the meaning need, importance, history and approaches of inclusive education. The National Policy for person with disabilities and Sarva Shiksha Abhiyan have been discussed in chapters’ sixth to ninth. The practical problem faced during intervention of the inclusive education programmes have been dealt with in chapter number tenth.Chapters eleven and fourteen covering the multidisciplinary approach and various aspects of parent professional partnership are also the most distinctive and unique features of this book. A comprehensive discussion of the roles and responsibilities of teachers, family and community as facilitators of inclusive education is encompassed in chapters twelfth and thirteenth.

Jadhav, Priti (2014). Tool Development for assessment of inclusive teachers competencies. University of Pune, Pune. The objectives of the study were:-To identify inclusive teacher competencies. To develop assessment tool for inclusive teachers competencies. To evaluate prepared tool. Major Findings:-It can be concluded from the results of their answers that the inclusive teacher have these competencies knowledge skills and attitudes to deal with all types of children in inclusive classroom, Developed tool will be effective to check competencies required for inclusive teacher and these are present or absent in service teachers, It can be concluded that in-service teachers need training to handle inclusive classroom.
Sonawane, Rajshree (2014). Effectiveness of e-Learning programme for development of competencies among pre-service teachers for inclusive classroom. University of Pune, Pune. The objectives of the study were:-To find the status of competencies related to inclusive classroom of pre-service teachers. To develop e-Learning programme for development of competencies related to inclusive classroom of pre-service teachers. To check the effectiveness of e-Learning programme. Major Findings:- Most of the students were aware of the special requirement of disabled students however they were not thoroughly informed about the legislations of education, biological/social determinants of such children and their requirements and ways to cater these requirements. e-learning programme has been developed to build the competencies related to inclusive education among pre-service teachers.

Li, Eddy(2014). English Bridging Programme for immigrant Children in Hong Kong : Inclusion or Exclusion? Asian Journal for Inclusive Education, Vol.2, No.1, 5-16. This paper on a study designed to examine how the school-based curriculum of a government-funded English bridging programme in HongKong responds to the linguistic needs of newly arrived children with limited English proficiency. By a case study approach with multiple data collection methods, which include the collection of documents lesson observations and interviews this qualitative study attempts to offer insight into how an inclusive curriculum is perceived and realized by language teachers in the cultural context. Recommendations or curriculum design and implementation are made, with the aim of better equipping immigrant students with essential linguistics skills and knowledge to participate and achieve in mainstream classrooms.

Agbenyega, J. S. & Tamakloe, D. (2014).Where Do I Send Child with Disability? How Australian Parents Negotiate Their Kindergarten Placement Dilemmas. Asian Journal for inclusive education, Vil.2 No.1, 17-33. This paper focuses on how choosing a kindergarten for young children is a highly demanding process. For parents who have children with disabilities this process can be particularly challenging, given the choice between special and inclusive kindergartens. While there has been wide-ranging research on parental concerns of kindergarten practices involving children with disability, there is little attention paid to how parents who have children with disabilities negotiate kindergarten choice dilemmas. This
A qualitative case study focuses on four Australian parents who have children with disabilities and reports on their perspectives regarding how they negotiated choices in placing their child with disability in either a special or an inclusive kindergarten. Using the notion of 'contact zone' as an interpretive framework, the article illustrates that kindergarten choice is difficult, involving complex considerations. For parents who have children with disability, choosing a school is hard work, in many ways a struggle to negotiate conflicting dilemmas in an attempt to find a school that can better shape the life courses for their children.

Klibthong, S., Fridani, L., Ikegami, K. and Agbenyega, J.S. (2014). The Relationship between Quality childhood programs and transition services in inclusive education of young children. Asian Journal for inclusive education, Vol.2, No.1, 35-55. The relationship between quality early childhood programs and transition services in inclusive education for young children has not received the needed attention in current literature. School transition services are important for all children but pose potential challenges for many young children with special needs. By connecting and integrating quality and inclusive education into transition programs, all children entering the school environment can have a positive experience. This paper discusses the significance and applications of quality transition services within inclusive education and highlights four interactive components; relationships, wellbeing, involvement and an active learning environment. Various factors in the development of a quality early childhood inclusion program are also discussed. The paper concludes with some recommendations of how a quality inclusive transition can support children entering school happily and successfully.

This paper has discussed topical issues related to quality programs and transition services in meeting the needs of all children. Quality early childhood programs that support all children have the potential to influence the level to which children experience equity and greater social justice. Continuity of the opportunity to learn effectively is an essential element in children’s successful transitions. Important issues addressed by this paper include the principles of attention to quality and transition programs for young children with disabilities in the early childhood literature. At the heart of the focus on inclusive education is a concern for quality and equity of provision. If inclusive provision is to be surely assessable to all children, then there is a need to expand professional knowledge and awareness regarding the
relationship between quality education and transition services for young children with disabilities. Satisfactory understanding of the quality of programs and transition services to respond to the needs of all children can support a positive inclusive environment where all children achieve outcomes according to their potential.

**Dawn, Ranjita (2014).** *Education of children with Disabilities in India. Economic & political weekly, vol XLIX No.22, 23-26.* This article focuses on illiteracy levels are high across all categories of disability and very high for children with visual, multiple and mental disabilities compared to national averages. Generating awareness that the disabled have full rights to appropriate education in mainstream schools and that it is duty of those involved in administration at every level, including schools, to ensure that they have access to education is of utmost importance.

**Monadi, A.M. (2015).** *Pre-primary Inclusive Education in Bangladesh: Policy and Practice. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 13.* Being a signatory of major international declarations of Inclusive Education (IE), Bangladesh has enacted national policies and legislations for providing preschool education through inclusion. Yet the practice of IE is at an early stage despite having several policies and statute for the past two decades. Yet the practice of IE is at an early despite having several policies and statute for past two decades. This cleft between policy and practice is emerged in different dimensions of implementation. The total number of 3-5 years age preschool children is 11,198,178 but among them only 22.9 percent children are enrolled in early childhood education. This estimate demands to focus on the pre-primary education for the development of young learners with the diversity of different learning needs. Though the national plan of action (NPA) for preschools in Bangladesh was taken with Comprehensive Early Childhood and Care Development (CECCD) policy framework program by Ministry of Primary and Mass Education (MoPME), only the extrinsic change is highlighted. The manifested deficit in this educational issue is the outcome of policy-practice friction in primary-education of the country. In this regard, my argument is that young learners with special needs particularly the children with significant disabilities are excluded from the regular preschools. Inclusion in such an approach that allows the full participation of all students in all aspects of schooling. Preschool age children with disabilities barely have the access to regular pre-primary education in spite of having a number of government and nongovernment initiatives in pre-primary
education. This paper will focus on different dimensions of implementation framework that is concern for bridging the policy-practice gap to ensure inclusive education for preschool learners with disabilities.

Khan, I. K. (2015). Viewpoint of Principals and Teachers about Inclusive Education: Evidence from Government Schools of Islamabad, Pakistan. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 18-19. Viewpoint of principals and teachers towards inclusive education was investigated in ordinary government schools of Islamabad capital territory where inclusive education is being practiced. The study was carried out involving 06 principals and 43 teachers. Six primary schools were randomly selected from a total twelve schools. The sampled group comprised of both, principals & teachers trained in inclusive education and principals & teachers working in same schools but not trained in inclusive education. Random sampling method was used to select principals & trained teachers where purposive sampling method was used to select teachers who have not been trained in inclusive education. Structured interview and Focus Group Discussion method was used for data collection. The analysis revealed that principals & teachers, with an experience and orientation of Inclusive education, have more favorable viewpoint regarding inclusion of students with special needs in mainstream schools. The analysis has also identified challenges confronting schools to implement inclusive education. The study has also revealed that professional development of teachers and head teachers is an important component of inclusion. Moreover, a holistic approach is required to implement inclusive education with letter and spirit.

Tasnuba, Tanjilut and Tsokova,Diana(2015). BRAC Primary School Teachers’ Teaching Efficacy, Attitude and Concern towards Inclusion of Children in Regular Classroom. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh,24-25. With the aim to explore the largest non-government organizations contribution to inclusive education in Bangladesh, this study identified BRAC Primary School teachers efficacy, attitude and concern towards inclusion of children with disabilities in regular classrooms. 400 BRAC primary school teachers from 48 districts of 7 regions of Bangladesh participated in this survey and filled in three part questionnaire containing two standardized scale – Teacher Efficacy for Inclusive Practice (TEIP) and Sentiments, Attitudes, Concerns regarding Inclusive Education-Revised (SACIE-R). The result showed, BRAC teachers have higher level
of overall teaching efficacy, moderately positive attitude and less concern towards inclusion of children with disabilities. The study found no significant relationship between the background and demographic variables used for this study and BRAC teachers teaching efficacy and attitude. However, the only significant difference was found in BRAC teachers concern based on students’ disability type. The study also revealed a significant positive relationship between BRAC teachers teaching efficacy and their attitude and concern. Based on the findings, the study suggests to consider collaborative approaches between government and BRAC to enhance teachers efficacy and attitude towards inclusion of children with disabilities through providing school support, resources and extensive training opportunities.

Ahsan, T. M. and Hasnat, M. S. (2015). Situation Analysis of Education of Children with Disabilities in Bangladesh: A Study by Sightsavers. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 38-39. This study attempted to analyze and understand the existing context and broader environment within which education for children with disabilities has to take place in Bangladesh. A mixed method design was employed that included secondary document review, semi-structured interviews, questionnaire, focus group discussion and case studies with different stakeholders and representatives from different organizations. Findings indicated that a small number of special and integrated education provisions in both public and private sectors. In addition, the government of Bangladesh has started implementing inclusive education in government primary schools. Yet there are some successful non-government models of inclusive education. Bangladesh has developed a number of pro-inclusive policies and programmes, but still there are some discriminatory clauses in those documents. Teacher education curriculums are not yet adequate to prepare teachers for inclusive education. Pro-inclusive initiatives have contributed in increasing the number of children with disabilities enrolled in inclusive settings. But there are a lot to be done for enhancing the overall quality of education for all learners. Still there are lacks of inter-department and inter-ministerial coordination and collaboration for education of children with disabilities in Bangladesh. Based on the findings, specific recommendations have been made.

Inclusive Education idea makes education possible for every child. It’s a new concept to implementation IE in Bangladesh successfully. In most cases the parents are not eager to send their hearing impaired child in the inclusive schools in Dhaka city. They like special schools more than inclusive schools for their child. This study may explore parental attitudes towards the concepts of Inclusive Education and identify the challenges that parents perceive in regard to sending their children with hearing impairment in regular primary schools. This study is completely qualitative in nature. The main concern is to explore parents’ attitudes about inclusive education. A semi-structured interview method may be applied. The data analysis techniques may be fully in a qualitative style. The parental attitudes towards inclusive education may be explored through this.

Renuka,P.(2015). Teachers’ Awareness on Locomotor Disability. Journal of Community Guidance & Research, vol 32No.2,253-261. The aim of this study was to assess the awareness of school teachers on Locomotor disability in children. For this purpose the Investigator constructed an awareness test on Locomotor disability, which consisted of 29 items. The data were collected from 720 government school teachers of Chittoor District of Andhra Pradesh State. For the analysis of data appropriate statistical technique were used. The results revealed that the teachers were not so aware of Locomotor disability in children. Therefore, there is a need for Locomotor disability awareness programmes for School teachers for the success of Inclusive education practices in our country.

Inservice Teacher Education on Inclusive Education Distance Education Programme – Sarva Shiksha Abhiyaan (An IGNOU-MHRD, Govt. of India project) New Delhi:- This project includes topics on Introduction to Inclusive Education, characteristics and identification of children with special needs, Education of children with Special Needs:- A conceptual framework, policy and Legislations framework for the Education of children with special needs, Modalities of Curricular Adaption, Strategies for teaching in inclusive setting, Building partners and some Implications for the Education with Special needs.

Teacher Education for Inclusion International Literature Review European Agency for Development in Special Needs Education. This project focuses on changing conceptions of inclusion in Education, teacher Education for inclusion – The

Jha, M.M. Barriers to access and success: Is inclusive Education an answer?

This article includes origin of Inclusive Education, Inclusion in developing countries, Special Educational Needs, Barriers in schools, Inclusion: a solution to barriers and success?, Quality with Equity, open Education and Case Example. The Roeher Institute, Inclusive policy and practice in Education: Best practices for students with disabilities. This project focuses on philosophy and policy related to inclusive education and practices related to inclusive education.

Embracing Diversity: Toolkit for creating Inclusive, Learning – Friendly Environments Specialized Booklet 1. This booklet focuses on positive Discipline in the inclusive, learning friendly classroom – A guide for Teachers and Teacher Educators. Inclusive Learning friendly Environments UNESCO.

tanebaum.org This article retrieved from this website. Seven principles of Inclusive Education i.e. (a) Teaching all students (b) Exploring multiple identities (c) preventing prejudice (d) promoting social justice (e) choosing appropriate materials (f) Teaching and Learning about cultures and religions (g) Adapting & integrating Lessons appropriately.

2.3. Section – II Attitude

Review of related literature on Attitude

Mahajan, K.M. (1993). Development of Teacher Attitude Scale for measuring attitudes towards Teaching profession and its application at B.Ed. level University of Pune, Pune. The objectives of the study were:-1)To select the appropriate technique of attitude Scale construction.2)To develop a tool for assessing
the attitude of student-teachers towards teaching profession. 3) To select or to develop the appropriate tools for measuring the learning products of the student teachers after completion of various training activities during B.Ed. course. 4) To classify the student-teachers in two extreme attitude groups and to compare the learning products of the student-teachers belonging to high and low attitude groups. 5) To evaluate the attitude scale as a selection tool for selecting student teachers for B.Ed. course. Major Findings: - 1) The significant difference was found in the performance indicators pertaining to workshop activity of B.Ed. course of the student-teachers belonging to high and low attitude group. 2) The significant difference was found in the performance indicators pertaining to micro-teaching activity of the student-teachers belonging to high and low attitude groups. 3) The significant difference was found in the performance indicators pertaining to experiments in psychology of the B.Ed. course of the student-teachers belonging to high and low attitude groups. 4) The significant difference was found in the performance pertaining to practice teaching that is school lesson activity of the B.Ed. course of the student-teachers belonging to high and low attitude group.

Julie, K.L. (2002). Pre-service teacher’s attitudes towards inclusion in a Non-traditional classroom. University of Oklahoma state. The purpose of this study was to examine the effects at 52 pre-service teacher’s participation in an outdoor education program, for sixth grade students, on their attitudes towards inclusion of students with special needs. A survey was administered before and after the three-day event. After the experience the subject felt more familiar with the concept of inclusion and realized possible conflicts between expectations of regular classroom teachers and special education teachers this suggests that experience in outdoor settings, a learning environmental not usually explored, can influence pre-service teachers attitudes towards inclusion of students with special needs as well as make them aware of the various roles that teachers assume. Although there has been research involving the effects of professional development and field experience on teacher’s attitude towards teaching special needs children, there has been little research on how this type of educational setting influences how pre-services teachers perceive inclusion. Their attitudes are critical to the success of inclusion.

Bailey, J. (2004). The validation of a scale to measure school principals’ attitudes toward the inclusion of students with disabilities in regular schools. Australian
This paper describes the validation of a 30-item affective instrument designed to measure the attitudes of school principals in government schools in Queensland toward the inclusion of students with disabilities in regular schools. The original response pool consisted of 644 returns. The data validation demonstrated that this was a reliable and valid scale. Subsequent factor analyses yielded a six-factor solution. An examination of the item metrics and an interpretation of the factor items resulted in a decision to delete six items and one factor. The final scale of 24 items and five factors has very acceptable construct validity and psychometric properties and should be valuable in further investigations of attitudes towards inclusive education. The preceding paper describes the validation of this scale and the comparison of two methods of factor analysis in some detail to provide assistance to others undertaking similar work on the development of affective scales. It would be interesting to compare the validity and utility of this instrument with other relevant populations, for example, teachers, parents and school psychologists. Having a well-validated Australian “attitude towards inclusion” scale may encourage more Australian studies of this important educational movement – the inclusion of students with disabilities in regular schools.

Cowan, E. M., Bain, Y. C., Clark, E. and Kirkpatrick, G. H. (2007). ITE Student attitudes toward inclusive practice – can one year really make a difference? SERA Conference 2007. Incoming ITE students attitudes towards appropriate methods for teaching and learning are often based on their own previous learning experiences (Calderhead & Robson, 1991). Information from the selection and interviewing process for PGDE applicants for both the primary and secondary PGDE indicated that some students had prior experience supporting pupils in learning in schools or specific knowledge and skills related to inclusive practice. To set a baseline for the inclusive practice PGDE, an extensive survey on incoming students’ attitudes and perceptions on learning, teaching, inclusion and the role of the teacher was conducted early in the induction week. Student attitudes were reviewed during the programme through course evaluation processes, student assignments and an exit survey. The main findings of these surveys are reviewed and some implications for the students’ development of inclusive practice are discussed.

Positive attitudes of key stakeholders, such as school principals, towards a new policy are considered a necessary pre-requisite to implement any such policy. Hongkong has recently formulated a policy that supports the integration of students with disabilities into regular schools. This study investigated the attitudes of Hongkong primary school principals toward integration, with a view to determination if this school is prepared to implement integrated education practices in their schools. A modified version of the School Principals’ Attitudes toward Inclusion scale (Bailey, 2004) was used to collect data from participants. Based on the responses of 130 primary school principals, it was found that their attitudes toward integration were slightly negative. Principals who had less teaching experiences and who were administering schools with smaller student enrolment were found to hold, more positive attitudes toward integration. The variable of “having a family member or close friend with a disability” had a significant and positive effect on the principals’ attitudes toward integration.

Forlin, C., Loreman, T., Sharma, U., Earle, Chris. (2009). Demographic differences in changing pre-service teachers’ attitudes, sentiments and concerns about inclusive education. International Journal of inclusive education, volume 13, 195-209. This paper focuses on the preparation of teachers for a regular school has clearly needed to undergo quite significant change in recent years. One major adjustment has been the necessity to prepare teachers for progressively more diverse student populations as they will increasingly be required to teach in inclusive classrooms. Many teacher education institutions are, therefore, offering units of work that aim to tackle this. Utilizing an international data set of 603 pre-service teachers, consideration is given to the effect of a range of demographic differences on changing pre-service teacher attitudes toward inclusion; sentiments towards people with a disability and in reducing their concerns about inclusion when involved in a focused unit of work. Pre- and post-training comparisons are made which identify a range of variables that impact on changing pre-service teacher perceptions about inclusion. The discussion focuses on the importance of differentiating teacher preparation courses to address these different needs of pre-service teachers.

This research provides an initial understanding of how pre-service teacher education for inclusion has different levels of impact depending upon a range of demographic variables and thus, how teacher preparation courses must reflect these needs in
planning and implementing appropriate training for preparing teachers for inclusion. Evidently, closer contact with people with disabilities and involvement in teaching students with diverse needs has a significant effect on improving attitudes towards inclusion. It has been posited that a process of affirmative and rewarding personal engagement with people with disabilities is most likely to continue the furtherance of inclusivity (Forlin, 2006). Initial findings from institutions who have been attempting to implement such an approach have been very positive (Ford et al., 2001; Campbell et al., 2003; Carroll et al., 2003; Forlin, 2003). Training courses that offer these opportunities are to be highly recommended. While schools tend to be blamed for not being more inclusive, pre-service teacher education institutions must acknowledge and embrace their role more fully to ensure that they are producing graduates who have the appropriate knowledge, skills, and attitudes together with the confidence to be more proactive in furthering inclusion. They must also be prepared to differentiate their curricula to ensure that they meet the dissimilar needs of trainee teachers as it is evident from this research that what is appropriate and relevant for some pre-service teachers plainly is not germane for others.

Sharma, Umesh, Moore, Dennis, and Sonawane Sanjeev (2009). Attitude and concerns of pre-service teachers regarding inclusion of students with disabilities into regular schools in Pune, India. Asia-Pacific Journal of teacher education, Vol.37, No.3, 319-331. This paper focuses on attitudes and concerns of pre-service teachers regarding implementation of inclusive education were examined. The participation consisted of 480 pre-service teachers enrolled in a one year Bachelor of Education (B.Ed.) program at Pune University, in the state of Maharashtra. The results of the study showed that participants had somewhat negative attitudes and a moderate degree of concern regarding the inclusion of students with disabilities in their classes. Participant with higher level of education (i.e. post-graduate degrees) were found to have significantly more positive attitudes compared to their counterparts. Perceived level of confidence in teaching students with disabilities was also associated with lower degree of concerns amongst participants. The results are discussed with possible implication for university educators and policy makers.

This is perhaps the first study that examined the attitudes and concerns of pre-service teachers about implementing inclusive practices in India. The findings are not cause for optimism regarding these teachers’ preparedness to meet the needs of children
with disabilities in regular classrooms. Further research exploring the ability to generalize these findings to other teacher training institution would be of value. It may also be necessary for the teacher education institution to re-think aspects of their pedagogy. There is a need to provide explicit instruction to pre-service teachers on how best to meet the educational needs for all students in regular schools, including those with disabilities. Teacher education institutions in India need to reformulate their programs, ensuring that sufficient emphasis is paid to this aspect. During their initial teacher education, it is important that pre-service teachers are exposed to students with disabilities. The large majority of pre-service teachers in this study did not have ongoing contact with persons with disabilities. Such contact, if systematically designed, can significantly improve pre-service teachers’ attitudes and, subsequently, their behavior in the classroom.

With legislation supporting inclusive education in place, it is important that teacher education institutions prepare teachers who are confident in their ability to cater for diversity within their classrooms. Such teachers are, in turn, likely to have beneficial impact on the attitudes of students without disabilities towards their class fellows with disabilities. The best way to change the attitude of the community towards persons with disabilities may be by ensuring that the teachers have positive attitudes.

Todorovic, J. Stojiljkovic, S. Ristanic, S. Djigic,G. (2011). Attitudes towards inclusive education and dimensions of teacher’s personality. Procedia- Social and Behavioral Sciences, 29, 426-432. This research investigated teachers of the primary and secondary schools (N=100) about correlation between his attitudes towards inclusion and dimensions of teachers’ personality towards a model having five factors. The attitudes towards inclusion include the attitudes regarding the education of children with different difficulties in their development, the attitudes regarding the responsibility of a school to offer good education for all children. Also, teachers’ self-evaluation regarding their own relevant professional and personnel capacities regarding the work with children having difficulties in their own development. Personality was examined by the help of five basic dimensions: neuroticism, extraversion, openness, cooperation and being conscientious. The results have shown that, out of total number of examinees, 80% support idea of inclusive education. The basic aim of this research is to determine whether there is and to what extent the connectivity of basic personality dimensions with the attitudes of teachers in both
primary and secondary schools towards inclusion exists. Besides this, some other factors have been examined – sex, working experience, a level of education at which they teach and existence of education, and all these regarding the inclusive education with the attitudes towards it.

The results of this research have showed that tested teachers have, in general, positive attitude towards including children with invalidity and children with other kind of developmental difficulties into inclusive education. Teachers have shown the least resistance towards pupils with emotional developmental difficulties, who can move with difficulty, who have some chronic disease, etc. Greater resistance have been shown towards pupils who do not make contact with others and whose behavior is not comprehensible, with problems of sight and hearing, while the greatest resistance have been shown towards children with intellectual invalidity. According to the research results, it has been shown that there are certain statistical positive correlation between the attitudes towards inclusive education and openness. Persons at whom this dimensions is outstanding are always ready to meet new and various things, curious and prone to constantly experiment and create new ideas. This kind of a teacher would have the most agreeable influence on development of children with invalidity or other developmental difficulties. He would not only accept for such a child to go to a class with other children, but also he would try to learn characteristics of such a child, to recognize the child’s potentials and to strengthen them, to innovate teaching methods and adjust them to those children. This dimension is relatively high. Persons with developmental difficulties are very different when it comes to kind and origin of their primary developmental damage. In emotional and social sphere different types of developmental disorders have very similar consequences. Anxiety and depression are the commonest reactions both of a family and a child as soon as he becomes aware of his difference. In an early developmental period regressive tendencies can be experience (regression to already overcome patterns of behavior), abnormal dependency, strong egocentrism (due to absence of experience of giving – often insisting on his own demands and insensitivity for others). A child becomes closed, prone to phantasms (as a shield from unpleasant reality), etc. All these consequences of developmental difficulties are hard to eliminate due to numerous psychological reasons, but it is possible to make them less difficult. Pleasant atmosphere in a family, kindergarten and school significantly alleviate probability for those personality traits
to appear. Prevention on stopping secondary consequences of developmental difficulties is the most successful when it is done in a right time and educational institutions at all levels.

Kurniawati, F., Minnaert, A., Mangunsong, F., Ahmed, W. (2012). Empirical study on primary school teachers’ attitudes towards inclusive education. Procardia -social and behavioral sciences 69,1430-1436. This empirical research revealed that teachers’ attitudes play a critical role in successful implementation of inclusive education. This study aimed to examine primary school teachers’ attitudes towards inclusive education in Jakarta, Indonesia. Respondents completed the attitude scale which comprised the theory-driven cognitive, affective and behavioral components of attitude. The findings show that teachers are in favor of inclusion and their attitudes seem to be related to their teaching experiences and training in special education. In addition, the development of attitude scale of this study fails to confirm the differentiation of three components of attitude.

This study attempted to investigate teachers’ attitude towards inclusion of children with special needs. Results, suggested that teachers generally held positive attitudes towards inclusion. This is largely surprising as inclusive education has only recently gained momentum in Indonesia, and majority of the participating teachers had lack of knowledge of special education and experience of inclusion. On the contrary, a recent international review reported that the majority of teachers hold neutral or negative attitudes towards inclusive education (De Boer, et al., 2011). With regard to demographic characteristics, the results showed that teachers having experiences of teaching students with special needs, and those working with special needs students were more favorable to the inclusion. This result confirmed several previous studies.

Unianu, E.M. (2012). Teachers’ attitudes towards inclusive education. Procedia-Social and Behavioral Sciences, 33, 900-904. This study was designed to identify the major obstacles in implementing inclusive principles in mainstream schools and to analyze different aspects of the teachers’ attitude towards inclusive education. A total of 112 teachers completed a questionnaire which contained 8 categories of items regarding knowledge of specific terminology, practice of inclusive education and prejudices towards children with special needs. The study revealed significant differences between teachers of different ages regarding the knowledge of main
concepts of inclusion. There are also major confusions regarding the difference between inclusive education and integrated education. The purpose of this study were to identify the major obstacles in implementing inclusive practices in mainstream schools and to analyze different aspects of teachers’ attitudes towards inclusive education. I assumed that there is a correlation between attitude towards inclusion and age of the teachers or between attitude and school environment.

Teachers’ attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field. Those conditions refer to a restructure of the curricula, more help from support teachers, more time for preparing the educational activities, decreasing the number of students in one class, creating and developing opportunities for interactive partnerships between teachers, students, support teachers and parents and so on. The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles. The difficulties are inherent to any change or reform, but it is necessary to develop an educational system which can properly respond to all the needs, characteristics and individual differences of all children in school.

Rahaman, M.M., Sutherland, D., Hill, D. J. (2013). Hurdles towards inclusion: A sample of teacher’s attitudes towards mainstreaming of the disabled in Bangladesh. International Conference on Inclusive Education, ACIE, Dhaka, Bangladesh. Authors intend to present the results of a small pilot study in their paper in which a dozen Bangladesh teachers were surveyed about the pedagogy and practice of inclusion. A questionnaire was devised that included 16 items requiring responses using a seven-point Likert scale. Accompanying this opinion scale were also some open-ended questions. Both components were designed to assess (1) the teachers’ attitudes towards inclusion as philosophy, and (2) their knowledge of its practice. In summary, the findings from these interviews revealed that the education system – especially the teacher training system – was not adequate for teachers’ needs with respect to inclusive education. The interviews revealed that most of the teachers had no significant interaction with people with disabilities. Both teachers and parents had a lack of understandings about the legislative requirements and their responsibilities towards disability and inclusive education. In addition, the existing policies relating to education and disabilities were found to be contradictory.
Preparing the schools as well as the teachers to embrace inclusive education would be a significant challenge. Appropriate and consistent policy formulation and school-wide implantation is required to overcome this hurdle. Moreover, a significant barrier to inclusion was the inadequate resourcing of the schools. Mainstream schools often lacked facilities and teaching aids, including classroom space, toilets, drinking water, blackboards, and chalk. More pressure on these schools would likely create a backlash by parents with children who did not have a disability. As noted above, teachers were poorly paid and often supplemented their wages by holding down other jobs. Greater student diversity within their classrooms would likely tax their time and energy, and possibly undermine their good will towards students with disabilities. The psychology of the children themselves acted both as a barrier to attendance as well as inclusion. Most had suffered frustration and developed an inferiority complex because of the limitations of their disability. The deprivation and isolation from equal opportunities and services in comparison to other children made them see themselves as different. As a result, they shied away from a social environment such as a school.

Johora, F.T. (2013). Inclusive Education in Bangladesh: Attitudes and Concerns of School Head teachers. International Conference on Inclusive Education, ACIE, Dhaka, Bangladesh, 33. In Bangladesh, inclusive education is being considered in education policy like many other countries. Through its inclusive education policy Bangladesh is trying to ensure education of children with disabilities like other vulnerable groups. It is believed that teachers play a key role in implementation of educational policy. This small qualitative study aimed to explore head teachers’ attitudes and concerns in regards to inclusion of children with disabilities in mainstream primary schools. Eight Primary school head teachers were interviewed and it is appeared that the attitude of head teachers’ is complex in nature and influenced by their knowledge and experience, relevant training, types and severity of disabilities, accessibility of environment, relevant facilities, attitudes of other stakeholders, support for disability and demographical factors in the specific context of the study. Moreover, it is a significant understanding from this study that structural issues are more important rather than teachers’ attitudes towards inclusion for successful implementation of inclusive education in Bangladesh.

Khan, Reshma (2015). Attitude of pre-service teachers towards inclusive education. Savitribai Phule Pune University, Pune. The objectives of the study
were:- 1] To prepare Attitude in Implementing Inclusive Practices Scale (AIIPS) Scale.
2] To assess Attitude of pre-service teachers towards Inclusive Education.

Major Findings:
1) The results indicate that pre-service teacher should acquire special education and training related to children with special needs. This would enable teacher to handle an inclusive classroom and understand the students.
2) To know the students grasping power, IQ, comprehending capacity and attributes of behavior pre-service teacher needs to have practical experiences and also should be spending enough time with the children having special needs.
3) Pre-service teachers have knowledge of technology various techniques of conducting activities, play way method of teaching students and various other teaching strategies so they are eager deal with special needs children.
4) Pre-service teacher have an attitude of motivating students with special needs, they behave in a loving and caring manner so that it builds a trustworthy and friendly environment is an inclusive classroom.
5) The responses show that teachers are able to skillfully modify and implement curriculum as per the needs of the students with special needs.

Tahsein, S. S. (2015). Four year B.Ed.(Honours) Students’ Attitudes towards Inclusive Education in Bangladesh. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 62-63. It is important to measure the four year B.Ed. Honors students’ attitudes towards inclusive education, to explore the effectiveness of inclusive education in Bangladesh classroom. Inclusive Education is a new concept in Bangladesh. Recently some study has been conducted to improve the situation of inclusive classroom. In this study Ajzen’s Planned Behavior theory was not used as the replica whereas it was only used to observe how the four year B.Ed. Honors students’ attitude towards inclusive education would predict their future performances in inclusive classroom. Therefore, the whole theory was not necessary to use but only the “Attitude” part. This study reports on what four year B.Ed. Honors students’ possess in inclusive classroom in Bangladesh through measuring their attitudes towards inclusive education. It also reports on relationship between demographic variables and attitudes. It also reports on the challenges and strategies for the preparation of trainee teachers for inclusive classroom. It is a two phase study and mixed method approach is used. In phase 1 using questionnaire for demographic information and one standardized scale with 250 trainee teachers from three institutes where four year B.Ed honors course is offered. In phase 2 FGD was conducted with
trainee teachers who participated in phase 1. From the study it was found that variables such as length of training, interaction with persons with disabilities, knowledge about local legislation, and level of training involved had significant relationship with participants’ attitudes. Implications of this study for further improvement of trainee teacher education program for inclusive education program for inclusive education are briefly discussed.

Islam, Tasnim (2015). Exploring Primary level English Medium School Teachers Attitudes towards Inclusive education. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 61. Inclusive Education (IE) brings all students together in one classroom regardless of their all kind of diversity, strengths and weakness and seeks to maximize the potential of all learners. IE is cost effective as well as effective means to meet every child’s educational need. It is a great way for developing countries like Bangladesh to increase their literacy rate through successfully implementing IE. For successful implication of IE it is very important to ensure that teachers are taking this positively and prepared for applying this in his/her own classroom because teachers are the most directly involved professionals in this aspect. In this study the researcher will intend to measure their attitudes for predicting their preparedness. Primary level English medium school teachers are the target group for this research. This area is still unexplored in the context of Bangladesh. This research will follow mixed method design and will be conducted in two phases. In the first phase quantitative data will be collected through a survey which has two parts (demographic part & SACIE scale) and in second phase qualitative data will be collected through a semi-structured interview questionnaire which will be developed based on the major findings from the first phase. Moreover outcome of the second phase will give a direction about primary level English medium school teachers’ attitude towards inclusive education. This study has a good possibility to be a source of information for policy makers, educators & researchers.

Nazia, Nayma (2015). Exploring Parental Attitudes towards Inclusive Education of Children with Hearing Impairment Enrolled in Special Schools in Bangladesh. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 63. Inclusive Education idea makes education possible for every child. It’s a new concept to implementation IE in Bangladesh successfully. In most cases the parents are not eager to send their hearing impaired child in the inclusive schools in Dhaka city. They
like special schools more than inclusive schools for their child. This study may explore parental attitudes towards the concepts of Inclusive Education and identify the challenges that parents perceive in regard to sending their children with hearing impairment in regular primary schools. This study is completely qualitative in nature. The main concern is to explore parents’ attitudes about inclusive education. A semi-structured interview method may be applied. The data analysis techniques may be fully in a qualitative style. The parental attitudes towards inclusive education may be explored through this.

2.4. Section – III Self-efficacy

**Review of related literature and research on self-efficacy**

Phatak, Smita(1999). *Efficacy of models of teaching for improving concept attainment memory and Self-Assertiveness of slow learners. University of Pune, Pune.* The objectives of the study were;-1)To study the effectiveness of concept attainment model (CAM) with reference to achievement in concepts of slow learners. 2)To study the effectiveness of memory Training model in developing memory skills of slow learners as tested on an objective type achievement test in spellings. 3)To study the effectiveness of using Assertiveness Training Model to train slow learners in handling their interpersonal difficulties as indicated through predetermined behavioral changes. 4)To study the relationship between the Concept Attainment Model (CAM), Memory Training Model (MTM), and Assertiveness Training Model (ATM).

Major Findings:-1)CAM is an effective teaching strategy for acquiring concepts in English Grammar for slow learners. They are able to classify and use known facts in new situations. Thus problem solving and generalization is facilitated.2)The Memory Training Model is effective in developing memory skills of slow learners. Organizing information to visual representation, making information vivid, and practice were the skills which were found, to be useful to assist memorization.3)The Assertiveness Training Model was effectively used to facilitate interpersonal communication thereby reducing stress and anxiety in social situations. Modeling and rehearsing techniques were found to be effective in making the students assertive. 4)There was significant relationship between CAM and MTM. Thus teaching of concepts using
CAM facilitated in acquiring memory skills using MTM. 5) There was no impact of CAM in bringing about significant changes in self-assertive behavior of slow learners.

**Romi, Shlomo and Leyser, Yona (2006).** Exploring inclusion pre-service training needs: a study of variables associated with attitudes and self-efficacy beliefs. *European Journal of Special Needs Education, Vol. 21, No. 1, 85-105.* The study examined attitudes towards inclusion and sense of efficacy of 1155 Israeli pre-service teachers and variables related to these beliefs. Participants responded to an Opinions related to inclusion scale, and a Teacher efficacy scale. Findings revealed strong support for the principle of inclusion, yet also support for segregated special education placements. Several concerns regarding inclusion were expressed, which were related to the area of classroom management and teacher instructional skills. Sense of efficacy scores on personal efficacy, social efficacy and efficacy regarding low-achieving students were higher than those for teaching efficacy. Less support for inclusion was found for students in Arab (Muslim) colleges compared to students in Jewish colleges. These two groups were also different on self-efficacy scores. The major area of study and experiences was associated with the level of support for inclusion and so self-efficacy scores. The progression in the training programme was associated with increased concerns and less support for inclusion. Female students were more supportive of inclusion than males, and had higher self-efficacy scores. Implications for pre-service education for general and special education students are discussed.

**Ahmed, M. and Ahsan, M.T. (2009).** Examining pre- and in-service teachers’ attitudes and teaching efficacy: Inclusive education in primary education in Bangladesh. *International Conference on Inclusive Education. ACIE, Dhaka, Bangladesh, 28.* Globally, inclusive education (IE) has been an effective means to establish equal educational opportunities for all children irrespective of their differences in socio-economic, linguistic, and ethnic background, and abilities or disabilities in the same classroom. In the developing nations, IE has been treated as a strategy to educate all school-age children in the regular schools for achieving education for all (EFA) milestones. IE is feasible and cost effective at the same time effective means to create an inclusive society.
The study also explored the predictors of these two variables in the context of Bangladesh. The data was collected from 890 pre-service and 738 in-service primary school teachers. A number of survey instruments including Teacher Efficacy for Inclusive Practice (TEIP) (Sharma, Loreman, and Forlin, 2012), modified version of School Principals’ Attitudes toward Inclusion (SPATI) (Bailey, 2004) and Sentiments, Attitudes, Concerns regarding Inclusive Education (SACIE) (Loreman, Earle, Sharma and FORLIN, 2007) scales were employed to collect data. The results revealed that pre-service teachers had moderately positive attitudes and relatively high levels of perceived teaching-efficacy. On the other hand, in-service teachers had fairly high level of perceived teaching-efficacy. However, the level of in-service teachers’ attitudes towards IE was found to be closer to the neutral position (neither positive nor negative). The results also revealed that key variables found to be associated with pre-service teachers’ teaching efficacy were: length of training, contact with a person with a disability, knowledge of the legislation, and confidence in teaching a student with disability are highly associated. With regard to pre-service teachers’ attitudes towards IE the level of training and gender were identified as determinants. On other hand, perceived school support, contact with a student with disability, past success in teaching students with disabilities, educational qualifications (teachers with higher educational qualifications have lower attitudes compared to the teachers with a below Bachelor’s and Bachelor’s degree qualifications) and gender of the teachers (male teachers had more positive attitudes) were found to be predictors of in-service teachers’ attitudes towards IE. The findings also revealed that perceived school support for inclusive teaching practices, teachers’ acquaintance with a person with a disability outside the classroom, past success in teaching a student with a disability, and contact with a student with a disability in the classroom were positively related to in-service teachers’ perceived teaching efficacy to implement inclusive practice in regular classroom. This findings might inform the stakeholders of PEDP3 including educational policy makers and international organizations involved in implementing IE in Bangladesh (e.g. ADB, the World Bank, and AusAID, EU etc.) about the levels and the determinants of teacher attitudes and teaching efficacy to implement inclusive education in regular classrooms in primary education in Bangladesh. This might impact on achieving EFA in Bangladesh.
Afshar, Venkatesh (2010). Effect of selected yoga practice on Self-efficacy and Personality among the high school Teachers in Tehran. University of Pune, Pune. The objectives of the study :-1) To assess self-efficacy, extrovert personality, Neurosis personality, psychosis personality of high school teacher’s. 2) To prepare the program of Pranayama and Asana for high schools teachers to improve their self-efficacy. 3) To prepare the program of Pranayama and Asana for teachers to improve their Extrovert personality, Neurosis personality and Psychosis personality. Major Findings: - In this research the effect of Pranayama and Asana were investigated among the high school teachers. The results showed that the pranayama and Asana had a better effect on reducing the psychotism and developing the self-efficacy rather than extroversion of course the pranayama and Asana also had effect on reducing neuroticism but this effect was low.

Emam, M. M. and Mohamed, A. H. (2011). Preschool and primary school teachers’ attitudes towards inclusive education in Egypt: The role of experience and self-efficacy. Procedia-Social and Behavioral Sciences 29,976-985. This article focuses on Inclusive Education (IE) in Egypt has recently received a momentum by the reauthorization of the Child Act in 2008 and the issuing of IE Mandates in 2009, and 2011. The purpose of this study was to examine the relationship between teacher self-efficacy and teacher attitudes towards the inclusive classroom. Research studies have demonstrated that teachers’ sense of self-efficacy directly impacts student performance. We investigated the association between teachers’ perception of self-efficacy and their attitude towards the inclusion of pupils with special educational needs (SEN) at preschool and primary settings. In addition, we explored whether experience had an effect on teachers’ attitudes and sense of self-efficacy. The Opinions Relevant to Integration of Students with Disabilities (ORI) and Teacher Self-efficacy Scale (TES) were administered to 95 primary school teachers and 71 preschool teachers. Results showed that scores on the ORI could predict scores on the TES for both preschool and primary school teachers. Teachers with more experience had more positive attitudes than teachers with less experience whereas experience had no effect on teachers’ sense of self-efficacy in teaching pupils with SEN. No differences were found between preschool and primary schools teachers’ attitudes, whereas primary school teachers showed a higher sense of self-efficacy than did preschool teachers regarding the management and teaching of pupils with SEN. The
results of the study are discussed in relation to international literature on IE, reflecting on the implications of the study in relation to the policies of IE in Egypt.

The topic of the inclusion of children with disabilities into the regular classrooms is relatively new and has not received an adequate attention in Egypt. The purpose of the current study is to investigate the relationship between teacher self-efficacy and teacher attitudes towards the inclusive classroom. The following questions guided the study: “What is the relationship between teachers’ perceived efficacy and their attitudes towards the inclusion of pupils with SEN?” How well does teachers’ perceived efficacy predict their attitudes towards the inclusion of pupils with SEN? What is the effect of teachers’ experience of teaching on their perceived efficacy and attitudes towards inclusion of pupils with SEN?” What is the difference between preschool teachers and primary school teachers in their sense of efficacy and attitudes towards the inclusion of pupils with SEN? The purpose of this study was to explore the relationship between teachers’ self-efficacy and attitudes toward the inclusion of pupils with SEN. A related purpose was to explore whether teachers’ experience had an impact on their attitudes and sense of self-efficacy. Attitudes towards the inclusion of pupils with SEN could predict both preschool and primary school teachers’ self-efficacy. Teachers who were more experienced had more positive attitudes than teachers with less experience whereas teaching experience had no effect on teachers’ sense of self-efficacy in teaching pupils with SEN. We found that there are no differences between preschool and primary school teachers’ attitudes, whereas primary school teachers showed a higher sense of self-efficacy than did preschool teachers regarding the management and teaching of pupils with SEN.

Cobanoglu, Rahime (2011). Teacher Self-efficacy and teaching beliefs as predictors of curriculum implementation in early childhood education. There has been a top-down curriculum innovation in early childhood education in 2006 in Turkey. The new centralized early childhood curriculum is stated to be essentially grounded on the principles of constructivism, characterized by child-centered approach (Ministry of National Education [MoNE], 2006). Five years have already passed away its implementation phase. It is now of high interest of educational research to explore what has indeed changed in early childhood learning environments as a result of this curriculum innovation.
This study was, consequently, intended to describe to what extent early childhood teachers today fulfill their intended roles as constructivist teachers in their classes. Moreover, going one step further, it strived for finding out the factors which are likely to influence the extent early childhood teachers implement basic principles and activities which are proposed by MoNE in the program booklet. The aim of current study can be stated to predominantly delve into the practices of early childhood teachers particularly in the light of their teaching and self-efficacy beliefs and several other characteristics identified in the literature to be influential on teacher practices as teacher demographics like teachers’ of experience and teachers’ degree of education and also some school related factors like class size, age of the students, length of the program, type of the school, and existence (nonexistence) of a teacher aide for the class.

To begin with, it is a highly promising result that early childhood teachers reported that they implemented constructivist curriculum to a high extent, consistent with the finding of Uzun(2007), revealing that those in the sample of Malatya practiced 2002 curriculum, which was also constructivist, to a large degree. Accordingly, self-reports of early childhood teachers might indicate that they tend to perceive themselves to fulfill their roles as constructivist teachers in their classes. As a result of their high fidelity to curriculum, they can, therefore, be considered to prevent the gap between the written and the implemented curriculum.

Olli, P.M., Hannu, S., Jiacheng, Xu.(2012).Beijing in – service teacher’s self-efficacy and attitudes towards inclusive education. Teaching and teacher education, 28, 526-534. This study explore four-hundred-and fifty-one in-service teachers from the Beijing municipality file in a questionnaire containing a Teacher Efficacy for Inclusive Practices (TEIP) scale. The aim was to examine the factor structure of the TEIP scale among mainland Chinese in-service teachers, and to investigate the relationship between self-efficacy for inclusive practices, respondents’ background factors and attitude towards inclusive education. The TEIP scale and its three sub-scales had good reliability. Confirmatory factor analysis gave support to a structure of three self-efficacy factors, efficacy in using inclusive instructions, efficacy in collaboration and efficacy in managing behavior.2012 Elsevier Ltd. All rights reserved.
Tayade, Monica (2015). **pre-service teachers self-efficacy towards inclusive education. Savitribai Phule Pune University, Pune.** The objectives of the study were:- 1] To prepare SEIIP (Self-efficacy in implementing Inclusive Practice Scale) for pre-service teachers. 2] To assess self-efficacy of pre-service teachers towards inclusive education. Major Findings:- 1) Most pre-service teachers showed agreement to collaborate with the professional working in the field of inclusive education. 2) Most pre-service teacher showed agreement to solve student queries during teaching learning process in inclusive classroom. 3) Most of the pre-service teachers showed agreement to maintain proper discipline in classroom and ability to handle all student in inclusive classroom. 4) Most of the pre-service teachers showed agreement to use different teaching method and to change teaching techniques as per student need in the inclusive classroom. 5) Most of the pre-service teachers showed agreement to update their knowledge about inclusive practice from time to time.

M.Udaya, Rekha(2015). September. **Self-efficacy. Edutracks, 19-21.** This paper offers reflection on Self-efficacy is the measure of one’s own ability to complete tasks and reach goals. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy. People with high self-efficacy generally believe that they are in control of their own lives, that their own actions and decisions shape their lives, while people with low self-efficacy may see their lives as outside their control. Several studies have also established that teachers with a strong sense of efficacy tend to exhibit greater levels of planning, organization and enthusiasm. They persist when things do not go smoothly and are more resilient in the face of set-backs. These papers includes Factors effecting Self-efficacy. Experience or “Enactive Attainment”. Modeling or “Vicarious Experience”. Social Persuasion. Psychological Factors. This paper focuses on: Role of Self-efficacy, further it gives detail about people sense of self-efficacy.

People with a strong sense of self-efficacy, View challenging problems as tasks to be mastered, Develop deeper interests in the activities in which they participate, Form a stronger sense of commitment to their interests and activities, Recover quickly from setbacks and disappointment. People with a weak sense of self-efficacy, Avoid challenging tasks, Believe that difficult tasks and situations are beyond their capabilities, Focus on personnel failings and negative outcomes, Quickly lose confidence in personal abilities, This paper focuses on Sources of Self-efficacy.
According to Bandura, there are four major sources of self-efficacy: 1. Mastery Experiences. 2. Social Modeling. 3. Social Persuasion. 4. Psychological Responses. It also gives information about Teacher-Efficacy, Individual Teacher-efficacy, and Teachers’ collective sense of efficacy. Further it focuses on how do teachers develop self-efficacy beliefs and relationship between Teachers-Efficacy, Emotional-Intelligence and Academic Achievement. In the end the author concludes that, as teacher self-efficacy is associated with student achievement, enhancing teachers’ emotional intelligence appears to be a means of achieving improved student outcomes. Therefore, it is essential and beneficial for planners and authorities to consider teachers’ psychological variables such as teacher-efficacy and emotional intelligence in academic achievement of students to meet identified positive consequences.

Ahmed, Feroz (2015). Exploring Preprimary Teachers Efficacy Towards Inclusive Education in Bangladesh. International Conference on Inclusive Education:ACIE, Dhaka,Bangladesh,61-62. Inclusive education has been recognized as a key strategy to ensure education for all in different parts of the world for last two decades. As a developing country Bangladesh started its journey toward IE since 2003 through PEDP II. There are many challenges and barriers to IE in Bangladesh. Among all of these Teachers efficacy is one of the major conditions for successful application of IE. Many researches and survey has been conducting based on IE in primary and secondary level but still the area of IE in pre-primary classrooms in unexplored. The study is going to be conducted with the aim to explore teachers’ readiness throughout their efficacy towards IE in mainstream pre-primary classrooms. This research would follow mixed method design and will be conducted in two phases. In the first phase quantitative data will be collected through a survey which has two parts (demographic part & SACIE scale). In this phase approximately, 120 samples will be selected randomly from around 40 pre-primary level schools from two divisions (Dhaka & Rajshahi) and in the second phase qualitative data will be collected through a semi-structured interview questionnaire which will be developed based on the major findings from the first phase. Approximately 20 samples will be randomly selected from those who would be selected as samples in the Phase 1 from both divisions (Dhaka & Rajshahi) in this phase 2. The study on preprimary teachers’ efficacy towards inclusive education (IE) may have a great impact in Bangladesh
education system for further improvement. Since no research still has been done on this new sector, the research findings may be helpful for the policy makers to understand the present status of pre-primary classes and also the preparedness of teachers according to IE. It will help them to take necessary initiatives against the problem in implementing IE in pre-primary schools and teachers efficacy towards IE.

2.5. Section – IV Skills

**Review of related literature and research on Skills**

Florian, Lani and Mclaughlin, M.J.(2008). *Disability classification in Education issues and perspectives*. Corwin press a sage company thousand oaks, CA91320. This book focuses on one topic i.e. Disability Classification and teacher education. In this topic they gave emphasis on inclusive classroom skills. Core pedagogical and content skills, teaching functional like skills and adaptive skills.

Chong, S., MunCheah, H. A Values (2009). *Skills and Knowledge Framework for Initial Teacher Preparation Programmes*. Australian Journal of Teacher Education Volume 34 | Issue 3 Article [http://ro.ecu.edu.au/ajte/vol34/iss3/1](http://ro.ecu.edu.au/ajte/vol34/iss3/1). The purpose of this paper is to introduce an integrated values, skills and knowledge (VSK) framework for initial teacher preparation programmes. The VSK framework articulated, in broad terms, the desired skills and knowledge components for beginning teachers, with the underlying core values permeating the programmes. The paper has two parts, the first of which details the development as well as the conceptual underpinning of the VSK framework. Part two, through a programme evaluation, discusses the validity and reliability of items developed through the VSK framework to measure the values, skills and knowledge that student teachers perceived through their initial teacher preparation programme. The study reported here has moved from a process of identifying the attributes required to carry out the roles of a beginning teacher to one of articulating some of the maxims which point towards the underlying philosophy of teaching. The VSK framework not only constructs the parameters of teachers’ working knowledge and skills, it also outlines the challenge of developing a set of values in the student teachers in acquiring their proficiency and competence in teaching. The listed attributes are, as shown by the supporting literature, inherently generic structures and the expectations of teacher
performance they establish are for all classrooms in all educational contexts. But the reality of teaching can be very different. The journey that each beginning teacher takes, though with familiar signposts, is unique because it is constructed differently for specific teaching situation. Literature shows that an adaptive teacher is metacognitive, they continually self-assess their performances and modify their assumptions and actions as needed (Hammerness et al., 2005). The task of successfully preparing teachers in the Singapore to effectively work with an ever-increasing diverse student body represents a pressing challenge for teacher educators. It is impossible for teacher education programs to prepare teachers for all situations. Therefore, it is important that beginning teachers are willing to learn from their experiences in changing circumstances.

Chiner, E., Cardona, M.C. (2012). Inclusive education in Spain: how do skills, resources, and supports affect regular education teachers’ perceptions of inclusion? International Journal of Inclusive Education. This study examined regular education teachers’ perceptions of inclusion in elementary and secondary schools in Spain and how these perceptions may differ depending on teaching experience, skills, and the availability of resources and supports. Stratified random sampling procedures were used to draw a representative sample of 336 general education teachers (68 kindergarten, 133 elementary, and 135 secondary teachers) from the province of Alicante. The results indicated the acceptance of the principles of inclusion, although teacher skills, time, material resources, and personal supports for inclusion were deemed insufficient. Kindergarten and elementary teachers showed more positive perceptions of inclusion than secondary education teachers, and so did teachers with more personal supports and material resources than those with less supports and resources. The results are discussed in terms of its implications for practice in order to promote more inclusive classrooms in Spain. Spain is considered to be one of the most inclusive countries in Europe with a progressive legislation that guarantees the complete inclusion of students with SENs into regular schools and classrooms. The results of this study showed contradicting perceptions towards the practice of inclusion. On the one side, a majority of the respondents were in support of the philosophy of inclusion. On the other side, only a small percentage of the respondents reported that they had the adequate conditions (skills, time, and resources) to appropriately handle the needs of students with SENs in their
classrooms. This is problematic because of the confusions it generates and the negative academic consequences for students with SENs. This study clearly shows that teachers with less favorable perceptions of inclusion are those with insufficient skills, resources, and supports. Therefore, in light of these results, educational administrations and proponents of inclusion should definitely improve the conditions under which inclusion is being implemented in this Spanish region by making available to schools and teachers the supports and resources needed to make them more comfortable with this practice. In addition, more specific and substantive teacher in-service and pre-service training on inclusion should be provided, especially to secondary education teachers. Inclusion is a shared responsibility; therefore, the identified barriers that currently prevent a more successful implementation have to be necessarily reduced and progressively eliminated. Future studies should be carried out at the national level using more ample and representative regions but at the same time designed to capture through interviews, discussion groups, or observation the authentic motives that could explain the ambivalent and contradicting teacher perceptions of inclusive education.

Kumar, A. and Tripathi, P. K. (2014). Skill Development in India. Kanishka publishers, Distributors; New Delhi: This book gives the need for a special National plan for skill development of people with Disabilities. There is a need to develop a special national plan for the skill development of people with disabilities (PWDS). This is required in order to give them greater opportunity but care will have to be exercised that it is not done at the cost of normal education. This was stated by shri. Kapil Sibal. Union minister of Human Resource Development, while chairing the first meeting of the Round Table conference on educational Development of women, SCS/STs and PWDS.

Agenda. This article presents the outcome of the 2010 High-level Plenary Meeting of the General Assembly on the Millennium Development Goals, the United Nations Secretary-General established the UN System Task Team in September 2011 to support UN system-wide preparations for the post-2015 UN development agenda, in consultation with all stakeholders. These are the following points: Education and skills for inclusive and sustainable development beyond 2015:-1. Enabling and driving inclusive and sustainable development. 2. Trends in international educational development.3. The international education agenda beyond 2015.4. Emerging trends and the future of education.

Maclean, R., Jagannathan S., Sarvi, J. (2015). Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific. Technical and Vocational Education and Training: Issues, Concerns and Prospects 19 Focusing on the Asia-Pacific region, which in recent years has been the engine of global economic growth, this volume surveys trends and prospects in technical and vocational education and training (TVET) with particular reference to achieving inclusive growth and the greening of economies. Underlying the increasing pressure for new models of TVET provision is the rapid pace of technological change, demand for a work force which is highly responsive to evolving needs and a transforming market place that calls for higher order skills and lifelong learning. The book proposes a re-engineered, modernized TVET system that fosters an innovative approach which enhances the employability of workers as well as the sustainability of their livelihoods. The book includes contributions from leading policy makers, researchers, and practitioners, including those in the private sector in analyzing and forecasting the most urgent priorities in skills development. The book argues for creative approaches to TVET design and delivery particularly with a view to improving job prospects, and meeting the goals of inclusion, sustainable development and social cohesion. Addressing issues such as the chronic mismatches between skills acquired and actual skills required in the work place, the volume proposes diversified approaches towards workforce development and partnerships with the private sector to improve the quality and relevance of skills development. The new imperatives created by ‘greening’ economies and responses required in skills development and training are addressed. Developing TVET is a high priority for governments in the Asia Pacific region as they seek to achieve long-term sustainable growth since the continued
success of their economic destinies depend on it. The volume also includes an emerging framework for skills development for inclusive and sustainable growth in the Asia and Pacific region.

Khatoon,F.Z. and Khan,M.S.(2015). Impact Evaluation of Life – skills Education by the BRAC Adolescent Development Program. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 27-28. The life-skills education activities of the Adolescent Development Program (ADP) of BRAC started its intervention through forming clubs all over Bangladesh. They provided a safe space in the community where adolescents can gain knowledge about reproductive health and sexual education, as well as other related issues, and share experiences with others. The objective of the study of the program was firstly to measure the adolescents’ depth of knowledge and understandings of sexual and reproductive health and gender issues, and also to determine how they obtained that knowledge. A second objective was to understand how the adolescents applied this understanding or intended to apply it in their lives and, if they did not intend to do so, the reasons for not applying were determined. Both qualitative and quantitative methods were employed in this research. In-depth qualitative investigation was carried out both in program and non-program areas. In the program (treatment ) areas, results show that knowledge on sexual reproductive health and gender discrimination changed positively and participants had been able to apply increased knowledge in their own lives, in the lives of their families and in their communities, by changing their parents and influential persons embedded attitudes. On the other hand, there were some adolescents who did not apply the knowledge in practice because of failing to overcome the entrenched norms, attitudes and beliefs that are deeply ingrained in the family and community, especially in relation to underage marriage. In conclusion we suggest that the intervention should continue, with additional measures to ensure the involvement of the community, so that the limitations could be removed to achieve a sustainable change. A further impact evaluation study has been initiated in 2012 using a randomized controlled trial method. Initial (baseline) results from that study also show that adolescents generally have little knowledge about reproductive health and other social issues. Therefore, to achieve positive change, a carefully designed intervention is necessary.
Damme., D.V. How closely is the distribution of skills related to countries’ overall level of social inequality and economic prosperity? EDU NAEC Paper Series n°1. Skills are critically important for the economic performance of countries. Greater proficiency in key skills among workers drives productivity and participation in the labor force, thus leading to increased growth and prosperity. In turn, higher economic output provides individuals, companies and the state with the resources to improve the opportunities for acquiring and developing skills. Some main findings and policy relevance: The main findings of the following exploratory analysis include: 1] A wider skills gap between high- and low-educated adults is moderately linked to economic performance, but is unrelated to social inequality. Skills policies that improve the proficiency of tertiary-educated adults, and thus widen the gap between them and low-educated adults, do not seem to be related to overall social equality.

Life Skills: Supporting Student Success. Nova Scotia Education. This Life Skills framework is intended to guide and inform program planning teams in the identification of appropriate outcomes on the life skills continuum for individual students. It may compliment, but does not replace a student’s individual program plan. Life skills enable individuals to function effectively within their environment and lead healthy, meaningful, and productive lives. Successful acquisition of these skills and strategies allows individuals to make informed decisions, communicate effectively, and cope with the demands of daily living. Key Principles: The following Key Principles, as stated in the Special Education Policy (2008), provide the context for the development of outcomes on the life skills continuum. Program planning teams work collaboratively to profile the student’s strengths and challenges to identify individual outcomes that will ultimately support student success. 1] Right to an Appropriate Education. 2] Right to Quality Education and Qualified Teachers. 3] Right to an Inclusive Education.

‘New Approaches, New Skills for Social Inclusion’ The launch of ‘New Approaches, New Skills for Social Inclusion’ is the starting point for a flagship European project, funded through the Lifelong Learning Programme 2007-13. Delivered jointly by the Association of Colleges (AoC) and MBO Raad, the project is designed to develop innovative strategies to encourage vocational education and training (VET) providers across different European countries to work together to
engage and involve groups at risk of social exclusion. The project links together the key drivers of social and educational policy into a single agenda to support those who are educationally disadvantaged within Europe. It aims to bring together like-minded organizations across the nations that wish to address this agenda and help to determine the future shape of jobs and skills across Europe.

**Grossi, T., Cole, C.M. Teaching Transition skills in Inclusive schools.** This book introduces a unified framework for transition services in an integrated, cohesive process that gets all students ready for college, careers and citizenship. With six models lesson plans aligned with Common Core State Standards this guidebook helps educators and transition specialists make key improvements to transition services and instructional practices. One can learn the basics of raising expectations for all students through rigorous, personalized, and standards-based instruction improving access to the general curriculum for students with special needs developing meaningful transition IEPs based on students' strengths, preferences, and needs blending quality transition services and quality instructional practices into one integrated approach weaving in additional adaptations and accommodations for students with more significant support needs connecting academic content to practical, real-world contexts.

### 2.6. Section – V Curriculum and Curriculum Development

**Review of related literature and research on Curriculum and Curriculum Development**

Van Tessel-Baska, J. (1986). Effective Curriculum and Instructional Models for Talented Students. Gifted Child Quarterly, 30(4), 164-169. This article presents an historical perspective on the evolution of three curriculum and instructional models that have been shown to be effective with gifted learners in various contexts and at various grade levels. It argues for considerations of all three models in a comprehensive program for gifted learners. Effective curriculum and instruction for the gifted has reached a stage of evolution where existing theoretical and research-based models need to be systematically translated into practice at the local level. Competition among these models has dissipated the effect of building a strong differentiated program for the gifted that addresses all of their intellectual needs within the core curriculum and beyond it to all of instruction. The synthesis of the content, process-product, and concept models provides a clear direction for meaningful curriculum work.

Sheehan, John (1986). Curriculum models: product versus process. Journal of Advanced Nursing, 11, 671-678. In this paper it is proposed to examine two approaches to the curriculum (the product and the process) in relation to the education of nurses. But first it is necessary to deal with the key concepts of curricula and models.

Warute, Sangeeta (1998). Developing Remedial Materials in Mathematics for std. I & II on M.L.L. Curriculum and testing their effectiveness a Ph.D. level study in Education. University of Pune, Pune. Objective of the study: - 1) To find out the extent of the gap between expected performance and the actual performance in Mathematics of the students of std. I & II. 2) To trace the trends of deficiencies (Hard spots) in mathematics among these children. 3) To prepare remedial material based on the (trace of trends of hardspots in mathematics) diagnosis to overcome particular learning deficiencies. 4) To test the effectiveness of the remedial materials on the selected students of std. I & II.

Findings: 1) A large number of students in the conventional classroom situation don’t achieve the expected level of performance in Mathematics even at the end of the academic year, in I & II. 2) In std. I and std. II there are very few students who know absolutely nothing about the basic skills taught in the Mathematics class. This shows that basis Mathematics skills are within the reach of a majority of children. 3) All
students learn concept differently. Teaching should use a variety of methods to cater for all types of students in a class. 4) Concrete material help std. I & II students in understanding and acquiring mastery over the mathematical skills. 5) Remedial materials help in improving the performance of the students in mathematics. In std. I score is improved from 20% to 85%. Similarly, in std. II score is improved from 37.5% to 81.25%. (The percentage score represents score the percent of competencies where 80% or more students score 80% or more marks). These scores improved after using the remedial materials.

Tongkusame, Narong (2000). A comparative study of implementation of Diploma Curriculum in Technical education in Central region of Thailand and Pune region of Maharashtra. University of Pune, Pune. The objectives of the study were: 1) To trace the historical background of technical education at diploma curriculum in Central region of Thailand and Pune region of Maharashtra. 2) To locate and comparatively study of problems of diploma curriculum of technical subjects. 3) To compare the opinions between administrators and technical teachers regarding the electrical diploma curriculum.

The comparative study will be based on the following: I. Curriculum implementation and planning. II. Curriculum instruction and III. Curriculum support. Major Findings: 1) Conclusions regarding the general information about institutes and technical teachers involved in the study (i) Thirteen government Technical colleges in the central region of Thailand and five government polytechnics in the Pune region of Maharashtra. (ii) The technical teachers in each institute of the central region of Thailand are more than those in the Pune region of Maharashtra. 2) Conclusions regarding curriculum implementation and plan by institutes. (i) There is no significant difference in both the regions of the central region of Thailand and Pune region of Maharashtra in respect to curriculum implementation and plan. 3) Conclusions regarding curriculum instruction by institutes (i) there is significant difference in both the regions of the central region of Thailand and Pune region of Maharashtra in respect of curriculum instruction.

Nutan, T., George, R. and McCausland, H. (2000). University Education in Universities why it is important and how it might be achieved. International Journal of Inclusive Education, 4(1), 63-88. This paper focuses on two questions,
why is it important that universities aim for inclusive education? How can universities achieve this aim, what is meant by inclusivity? Curriculum justice, scholarship and gift/value, an inclusive curriculum – what does it look like, view of inclusivity – whose prevails on curriculum, mainstreaming inclusive education.

Serrano, Roberto (2003). The Theory of implementation of social choice rules. Journal of Economics literature classification: C72, D78, D82, 1-52. This article suppose that the goals of a society can be summarized in a social choice rule, i.e., a mapping from relevant underlying parameters to final outcomes. Typically, the underlying parameters (e.g., individual preferences) are private information to the agents in society. The implementation problem is then formulated: under what circumstances can one design a mechanism so that the private information is truthfully elicited and the social optimum ends up being implemented? In designing such a mechanism, appropriate incentives will have to be given to the agents so that they do not wish to misrepresent their information. The theory of implementation or mechanism design formalizes this “social engineering” problem and provides answers to the question just posed. Author survey the theory of implementation in this article, emphasizing the results based on two behavioral assumptions for the agents (dominant strategies and Nash equilibrium). Examples discussed include voting, and the allocation of private and public goods under complete and incomplete information.

McKimm, Judy (2003). Curriculum design and development. School of Medicine, Imperial College Centre for Educational Development. This paper was first written in 2003 as part of a project led by the London Deanery to provide a web-based learning resource to support the educational development for clinical teachers. It was revised by Judy McKimm in 2007 with the introduction of the Deanery’s new web-based learning package for clinical teachers. Each of the papers provides a summary and background reading on a core topic in clinical education. Aims of this study were: 1] Provides an overview of the main concepts involved in course design and planning. 2] Raises awareness of factors which contributes to effective learning. 3] Enables you to incorporate educational theory into everyday practice.

Conference ‘Sustainable curriculum development – the PNG curriculum reform experience’ Papua New Guinea, 1-7. As inclusive education is at the heart of the new National Curriculum and important in its own right, it is vital that teacher-training institutions (TTIs) raise their students’ awareness of IE. In this paper, I will outline some ways in which they could do this. I will discuss issues of curriculum (what students in TTIs need to learn), issues of pedagogy (how IE should be taught in TTIs), and issues of staffing (who would teach IE in TTIs). I will then discuss the implications of these for other organizations working in the fields of education. A philosophy of Education in Papua New Guinea, or The Matane Report as it is also known, says every person should be ‘dynamically involved in the process of freeing himself or herself from every form of oppression’ (Matane 1986, p.6), but goes onto that this is impossible without ‘socialization’, ‘participation’, ‘liberation’ and ‘equality’ (ibid, p.7). Inclusive education pursues these goals relentlessly and therefore should be incorporated within the curriculum of teacher-training institutions.

Ferguson, Phil (2006). Infusing Disability studies in to the General Curriculum. Arizona State University, 1-8. This document, The mission of the National institute for Urban School improvement focuses on infusing Disability Studies in to the general curriculum, Eight reasons why we should Teach about Disabilities in the general curriculum, ignorance feeds discrimination and stereotypes, ways to infuse Disabilities into curriculum across age levels, Resources for more ideas and material: surfing the web for Disability information.

Thorolfsson, Meyvant (2007). Teachers’ Perceptions of the Intended Science Curriculum. SERA Conference (2007). Two positions have influenced curriculum development in sciences for a long time. On the one hand there is the call for discipline-based curriculum focusing on concepts, principles and the transmission of knowledge. On the other hand there is a call for a socially relevant curriculum placing an emphasis on real-life experiences, cultural context and students constructing their own knowledge. Judging from present developments of curricula both of these views seem to prevail and furthermore both seem to be supported to a certain extent in recent international surveys (PISA and TIMSS) and standardized tests. Obliged to meet both of these positions teachers are bound to work under strain and the pressure for coverage must be a threat to the quality of learning (Atkin and Black 2003). Research shows that teachers try to organize the content and pedagogical principles
into a form that they consider meaningful for them and their students, generating a device Gudmundsdottir(1991) called “the curriculum story”. In a study of science education in Iceland, Intentions and Reality, the gap between the intended curriculum and the implemented curriculum is being studied. Among other elements perceptions of the intended curriculum are examined and how teachers tend to modify and shape their “curriculum stories” to meet rationale like the ones referred to above. According to preliminary results it takes a considerable deal of effort by the teacher to meet these positions when organizing the learning process.


which students experience significant proportions of their day in the age-appropriate contexts and curriculum of general education, is a research-based practice with students who have extensive support needs. We begin by noting that there are regressive trends occurring in educational placements in our country and that these are causing alarm. Next, we establish guidelines for defining a useful, research-based practice. These guidelines include considering what education should be achieving for all students as a standard and using a view of scientific causality that acknowledges complexity. We then show how constructs from ecological theory and group processes theory, which provide accounts for human growth and learning, relate to location of educational services (i.e., context) and curriculum (i.e., content) decisions. Throughout this discussion, we show educating students using an inclusive education approach is supported by these constructs, whereas other widely used special educations are not. We then review both historical and empirical data from institutions and schools and show that these data provide empirical support for the primary theoretical positions of this article – that context, together with curriculum content, matter crucially when educating students with extensive support needs. We concluded that there is theoretical and empirical support using general education contexts and curriculum content and for not using other contexts and curriculum content both in educating students with extensive support needs and in conducting related research.

Giesecke, S.S., Roden, Dianne and Parkison, Kathy (2009). Infusing Diversity Into the Curriculum: What Are Faculty Members Actually Doing? Journal of Faculty members in Higher Education, Vol. 2, No. 3, 156-165. This study was intended as an initial investigation to shed light on how faculty members are implementing multicultural course transformation in their classrooms to prepare students to live and work in a diverse world. The authors investigated faculty practice as they integrated diversity into the curriculum on a small, regional college campus by conducting a content analysis of faculty annual report over a 5-year period. The vast majority (90%) of faculty included comments about adding diversity course content, just under half (49%) included descriptions of different teaching strategies, and a minority talked about better understandings their students (18%) or themselves (16%). This article concludes with a discussion of the finding’s implications and outlines recommendations for change.
Vince Whitman, C.(2009).Framing Theories and Implementation Research. Health and Human Development Programs, Education Development Center, Newton, MA, USA. The process for transforming a concept into health promotion and prevention policies and strategies draw on many theories in social science, public health, and education. Dissemination, diffusion, implementation, technology transfer, systems change, and capacity building are all terms used to describe various aspects of translating research to practice, but each term has a slightly different meaning. The Health-Promoting School concept has also been embedded in global education reform initiatives, such as Education For All, drawing on those methods and terminology used in transforming education systems. Implementation is defined as a specified set of activities or program of known dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the “specific set of activities” related to implementation. In addition, the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength.


The objectives of the study were:-1)To examine the close relationship between present day primary school curriculum and the phenomenal dropout rate (nearly 80%) of non-beneficiaries. 2)To analyze opinion of dropout students (non-beneficiaries), child-employers, parents head-teachers, education officers, social and political activists-regarding the reasons why majority of children reject the primary schooling and opt to be child labourer.3)To reconstruct the Curriculum suitable to the children of 6-14 age group with the help of pragmatic philosophy of Education bounded by F.C.S. Shiller William James, John Dewey and William Kilpatrick. This will be child-centred and need based Curriculum. Findings:-This research study sought out why school Curriculum (mainly at VI,VII,VII std.) is not benefitting many primary school children. It has been observed that school curriculum emphasizes memorizing academic subjects while Kenya is predominantly as agriculture country and the curriculum offered is not consistent with the socio-economic background of the children.
Neill, G.(2010). Programme Design, Overview of Curriculum models, UCD Teaching and Learning/Resources. This resource guide gives an overview of the literature on these curriculum models. No one model is ideal and no one model may suit a full programme. However, identifying and being consistent with these models will help support cohesion and clarity of approaches in your programme. For example, it is typical in some Science and Professional Health Science programmes that the early years may have a more technical-scientific approach, whereas later years may have a more experimental approach. However, in relation to student engagement could these models be more integrated and streamlined across a programme? Is it valuable to think back over a programme and question what would a graduate remembers, and still finds helpful, three years later (Fink,2003)? As a programme team it is worth exploring your views on these different models and using them to help design and deliver your programme to obtain the best and most coherent educational experience for both your students and the staff who teach on this programme.

LePage, Pamela, Courey, Sue., Fearn, E., Benson, V., Cook, E., Hartmann, L.and Nielsen,S. (2010). Curriculum Recommendations for Inclusive Education. International Journal Of Whole Schooling, Vol, No.2 This article focuses on the recommendations of the Committee on Teacher Education (CTE) which wrote three books describing the basic foundational knowledge that all American teachers including special education teachers should know before they graduated from their pre-services programs. In this paper, the authors articulate the CTE’s recommendations for general education teachers working in highly diverse inclusive classrooms.

Bartlett,Steve and Burton, Diana(2010). Introduction to Educational Studies (3rd edition) Safe Publication.com: New Delhi. In this book 5th Chapter on Curriculum. This chapter considers the meaning of the term curriculum. There follows an epistemological analysis that considers differing views of the nature and organization of knowledge. These views are significant in that they are closely linked to perceptions of the world. Thus understandings of knowledge, education and the processes of research are closely related. The chapter goes on to examine curriculum frameworks that involve an analysis of aims, content, pedagogy and assessment. The significance of beliefs about the purposes and nature of education in the creation and
development of any curriculum is then illustrated with reference to the English National Curriculum.

Wette, Rosemary (2011). Product-process distinctions in ELT curriculum theory and practice. ELT journal volume G5/2,136-144. This paper articles focuses on ELT theory classifies curricula as belonging to one of two contrasting approached: either process or product. While foundation- level teacher education literature offers strongly product- oriented advice- research-and theory- oriented texts stress. The need to negotiate with learners, and to take language- learning processes into account. This article reports in a study of the actual curriculum- making practices of seven experienced teachers working in high- medium-, and low-constraint teaching contexts. As courses unfolded, teachers confronted tensions generated by the competing demands of learners’ requirements, contextual constraints, syllabus specifications, and their own theories of best practice. Although blended features of both approaches were evident in all courses, in other respects they differed from standard descriptions of either orientation. Teachers’ practices showed the importance of process elements in high- and medium- constraint contexts; namely close teacher-learner relationships and the teacher’s ability to respond to how learners are receiving the curriculum.

Study findings suggest that theory-led distinctions between product and prices approaches in descriptions of ELT curricula are somewhat overstated and simplistic. Breen’s prediction that blends will become more common is supported; however, the nature of the synthesis appears to be less than straightforward. The curricula constructed by teachers in the study illustrated different types of combinations, depending on syllabus and context constraints, while one fundamental aspect of their curriculum-making practices (i.e. the priority they gave to constant monitoring of and responding to learners’ developmental and affective needs) is not highlighted in conventional accounts of either approach in ELT literature.

seven project countries except in Thailand. Some major gaps were identified such as the gap between pre-service teacher education and what follows throughout the teacher’s career, as well as the gap between the best and worst practices of inclusive right-based education in the region. This study aims to identify both the gaps and omissions with regard to the inclusion of human rights, gender equality multilingual mother-tongue-based educational inclusive of marginalized, underprivileged groups, as well as special education with policies, curricula material and pedagogy of pre-service teacher training institutes in four regions. The study was carried out mainly with qualitative method. The data were obtained from the two parts of data collection: documentary study and analysis of curriculum of sixteen teacher training institutes in four regions. It was found that: 1) the policy analysis revealed that the Ministry of Education launched supporting scheme to strive to Education for All.2) the pre-service teacher training policy revealed that there was no explicit item related to rights based, opportunities, limitation of students to attend schools, gender promotion or mother tongue based multilingual education. There were few universities provided clear issues in human rights education.3) provision of knowledge, formation of attitude, behaviors and skills necessary for a thoroughly understanding and practice of a right-based teaching were integrated into special education and inclusive education courses. All sixteen sampling institutes offered a course or two in Special Education and Inclusive education and teaching material and pedagogical aspects stressed issues in education for special needs. In conclusion every in-service teaching institute provided special education or inclusive education course. It was believed that experiences from the course would help students develop attitude, value and respect toward persons with special needs. As for issues of gender education, human rights education and mother-tongue based multilingual education; there was still the gap between pre-service teacher education and practical work among school teachers.

Francis, J.J., Connor, D. and Curran, J. (2012). Theories of behavior change synthesized into a set of theoretical groupings: introducing a thematic series on the theoretical domains framework. Implementation Science 2012, 7:35, 1-9. This paper focuses on behavior change is key to increasing the uptake of evidence into healthcare practice. Designing behavior-change interventions first requires problem analysis, ideally informed by theory. Yet the large number of partly overlapping theories of behavior makes it difficult to select the most appropriate theory. The need
for an overarching theoretical framework of behavior change was addressed in research in which 128 explanatory constructs from 33 theories of behavior were identified and grouped. The resulting Theoretical Domains Framework (TDF) appears to be a helpful basis for investigating implementation problems. Research groups in several countries have conducted TDF – basis studies. It seems timely to bring together the experience of these teams in a thematic series to demonstrate further applications and to report key developments. This overview article describes the TDF, provides a brief critique of the framework, and introduces this thematic series.

In a brief review to assess the extent of TDF-based research, we identified 133 papers that cite the framework. Of these, 17 used the TDF as the basis for empirical studies to explore health professionals’ behavior. The identified papers provide evidence of the impact of the TDF on implementation research. Two major strengths of the framework are its theoretical coverage and its capacity too elicits beliefs that could signify key mediators of behavior change. The TDF provides a useful conceptual basis for assessing implementation problems, designing interventions to enhance healthcare practice, and understandings behavior-change processes. authors discuss limitations research challenges and introduce papers in this series.

Moula, Ferdausi and Khan, Salma (2013). Steps in a New Era: Public Exam in primary level for the children with disability in Bangladesh. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 36. In the Salamanca Statements – The Education systems should be designed and educational program implemented to take into account the wide diversity of those characteristics and needs. It is a big barrier to adapt with new system for the children with disability when a government takes new initiatives that time it should be considered for child with disabilities conditions. It can be overcome with open discussion and get experiences with the expertise of the children with disability. The purpose of this paper is to explore the pros and cons of the public exam in primary level known as Primary School Certificate Exam for the children with disabilities in Bangladesh in light of the mechanism of curriculum, assessment procedures and administration. There are six inclusive primary schools at urban and rural area of Bangladesh run by Bangladesh Protibondhi Foundation. Children with disabilities have been appearing at the terminal exams for the last 4 years. Each year they are facing new challenges and overcoming it. At initial stage the succession rate was very poor gradually it becomes
good indeed with the help of advocacy through Networkings, Linkages, Communication and Participation for Sustainability. Through greater networking likeminded bodies can link up and work together for a common objective so that a large number of beneficiaries can get access. It will save both time and expenses if regular sharing of issues hindering inclusive education is discussed in common platforms.

May, carl(2013). Towards a general theory of implementation. Implementation science 2013,8,18,1-14 this paper focuses in understanding an evaluating the implementation of complex interventions in practice is an important problem for health care manager and policy makers, and for patients and others who must operationalize them beyond formal clinical settings. It has been argued that this work should be founded on theory that provides a foundation for understanding, designing, predicting and evaluating dynamic implementation processes. The paper sets out core constituents of a general theory of implementation. Building on Normalization Process. Theory and linking it to key constructs from recent work in sociology and psychology. These are informed by ideas about agency and its expression within social systems and fields, social and cognitive mechanisms, and collective action. This approach unites a number of contending perspectives in a way that makes possible a more comprehensive explanation of the implementation and embedding of new ways of thinking, enacting and organizing practice.

Mugimu, C. B. and Mugisha, W. R. (2013). Educational Practices, Curriculum Design and Implementation at the MLT Diploma Program in Uganda. Creative education, Vol.4 No.12B,105-115. This paper focuses on contemporary curriculum design and implementation require the use of appropriate educational practices to enhance positive teaching and learning outcomes. This article discusses the study of educational practices and related curriculum antecedents applied during the design and implementation of the Medical Laboratory Technology (MLT) at Mulago Paramedical Schools in Uganda. This study utilized mixed methods (quantitative and qualitative) in which checklists, document analysis, questionnaires, focus group discussions and interviews were used to gather data at different compliance levels. The sample comprised of 10 educators, 30 clinical supervisors and 63 students. This study revealed that the MLT diploma curriculum was implemented with a multidisciplinary focus in order to develop confident and dependable health professionals.
that could function harmoniously in interdisciplinary collaborative teams. The study also revealed that the curriculum designers and educators compiled with important curriculum antecedents in its design and implementation process and it’s clear that student-centered approaches were used. Furthermore, practicum training and strategies used oriented students to basic practical clinical skills and competencies. The use of variety of educational practices during curriculum implementation made the teaching and learning process more friendly and interesting. It was concluded that considerable utilization of appropriate educational practices during curriculum development was critical. This area of curriculum development being extremely dynamic further research is needed to ensure continued relevance of curricula in the medical field.

Yi, Wu(2014).Study on implementation and Evaluation of curriculum based on Blended learning – Take course “Investment” Teaching practice as example. SDIWC, 125 – 131. Blended Learning provides new ideas and methods for the teaching reform in colleges and universities, and Blended Learning teaching philosophy is applied into the daily teaching, how to design and implement Blended Learning teaching strategies and how to evaluate teaching methods are the key problems in this process. Here take the course “investments” as an example, on the basis of Blended Learning theory, activity theory and classification theory of educational goals, we put forward some ideas of teaching reform from the curriculum design, implementation to evaluation and feedback of the implementation during the entire process. Teaching practice and survey shows the teaching model based on Blended Learning not only makes students active learning, but also improves their professional knowledge and application of knowledge. Blended Learning obtains a better teaching effect than traditional face-to-face teaching; it also provides some experiences for other courses’ teaching.

Lumadi,M.W.(2014).Exploring factors Faced by Teachers in Curriculum Implementation. Mediterranean Journal of Social Sciences MCSER Publishing, Rome, Italy Vol.5No.6, 171-177. This study explores factors faced by teachers in curriculum implementation in the North West and Limpopo Provinces. The theoretical framework that underpins this study is based on Herzberg’s two-factor theory which is also known as motivation-hygiene theory. A mixed methodology of qualitative and quantitative was used. Semi-structured interviews and questionnaires
were employed as the research instruments for data collection, with 160 teachers from the five districts of the two provinces. Findings revealed that the curriculum transformation process, contributed to the dissatisfaction of teachers regarding the implementation of the new curriculum transformation process, contributed to the dissatisfaction of teachers, regarding the implementation of the new curriculum (CAPS). Recommendations were formulated by empowering teachers, for the effective implementation of the social curriculum.

**Margrini, James (2014). Phenomenology and Curriculum Implementation: Discerning a Living Curriculum Through the Analysis of Ted Aoki’s Situational Praxis, College of DuPage, 1-18.** The argumentation in this paper is grounded in a critical and conceptual analysis of Ted Aoki’s phenomenology, wherein curriculum is read as phenomenological text. The problem explored emerges from Aoki’s critique of the Tyler rationale for curriculum design, implementation, and evaluation as it is conceived and practiced in contemporary standardized education, which is driven by the ideology of social efficiency. Aoki focuses on the way which the scientific and technical modes of curriculum implementation preclude ontological modes of Being-in-the-world because curriculum implementation, as a technical and instrumental process, reduces both educators and students to epistemological subjects, and beyond, objects of knowledge. Through an analysis of Aoki’s writing the main conclusions of the paper is that by focusing on curriculum of the paper is that by focusing on curriculum implementation as a form of “Situational-Praxis” as opposed to “Instrumental-Action”, it is possible to put educators and students in touch with the ontological aspects of their Being-in-the-world. Aoki’s practice of phenomenology reveals understandings of an attuned mode of human transcendence in learning, which opens the possibility for an authentic educational experience where educators and students dwell in the midst of the curriculum’s unfolding as an ontological phenomenon.

**Sonawane, Sanjeev and Vartak, Lalita (2015). Infused curriculum – A teacher educators perspective. Savitribai Phule Pune University, Pune.** The present study focuses on understanding the perspectives of the teacher educator regarding the infused curriculum. The purpose is to study their awareness and their potential needs with regard the infused curriculum. The work also tries to suggest a model/framework
for training the teacher educators regarding the infused curriculum based on the identified needs.

Akhtar, M. M. (2015). Status of Inclusive Education in National Pre-primary Curriculum of Bangladesh and Way Forward. International Conference on Inclusive Education: ACIE, Dhaka, Bangladesh, 39. National Pre-primary Curriculum has been developed in 2011 for the very first time in the history of Bangladesh. One of the major principles of pre-primary curriculum is inclusiveness in nature which has been represented not only in developing the curriculum but also to reflect inclusiveness in developing teaching learning materials, delivering teaching learning process and also in assessing children. Here the concept of inclusiveness has been thought of as an umbrella initiative to offer equal opportunity for the participation of all the children irrespective of their community, religion, sex, color, ability, economic condition and ensure their success while playing respect to diversity. The pre-primary curriculum is competency based curriculum and the competencies in the form of learning outcomes are defined following the national and global standard taking care of the capacity of the age level of Bangladeshi children. A separate section focusing the ‘Guideline about inclusive education’ is incorporated in the pre-primary curriculum to provide apposite accentuation of inclusive education. Special attention has given to the four areas - gender, vulnerability, Ethnicity and special need of the children. Each area has the guidelines for teaching learning materials, teaching learning process, school environment and special need. Following the guidelines of the curriculum teaching learning materials have already been developed. Teachers’ training notation has been developed, training is going on and curriculum is introduced in the school. The teaching learning materials for the children whose mother tongue are different from Bangla are now in the process of development adapting the MLE. Now the major challenge is to implement the curriculum in the school with proper attention to the intention of curriculum.

http://www.curriculum.org/csc/resources/provincial.shtml: This material has been retrieved from this website It gives guide to infusing Global education in to the curriculum, elements of design for a Global perspective curriculum, adaption of any curriculum model or unit.
Begg, Andy challenging curriculum: process and product. Open university untied, kingdom. This paper focuses on Education, Mathematics education and Curriculum are interrelated and by challenging education ideas Author’s aim is to challenge curriculum.

http://www.curriculumtheoryproject.ca/resea this material has been retrieved from this website It gives detail about a conidian curriculum theory project recent education program initiatives and curriculum. (e.g. Character Development Initiative; School Effectiveness Framework; Equity and Inclusive Education Strategy; Social Studies and Science Curriculum) in Ontario call for school boards, principals and teachers to draw on emerging evidence-based knowledge to ensure every child and youth in Ontario schools see themselves as included, successful, as having a sense of place and understanding of global citizenship and environmental stewardship. These initiatives lend strong support to the assertion by Mundy et al. (2007), that “there has never been a better time to pay attention to global education in Canadian schools” (p.1).

Developing a Global Perspective For Educators (DGPE) at the University of Ottawa together with its school board and NGO partners, is well positioned to take a leadership role in ensuring classroom teachers are supported to acquire evidence-based practices for developing a global citizenship perspective that addresses teaching and learning, student engagement and equity priorities.

Mills, J. E., Ayre, M. E. and Gill, J. C. (2006). Perceptions and understandings of gender inclusive curriculum in engineering education. The scarcity of qualified engineers is a frequently registered concern across the English speaking world. Despite numerous efforts to broaden the entry, the overwhelming majority of engineering enrolments continues to be male, reflecting the gender demographic of the established profession. The capacity of current University engineering departments to attract a more diverse student body appears extremely limited. Given the urgent needs of the developed and developing world for more innovative engineering solutions to social and industrial problems, this situation is becoming critical. This paper examines one potential solution to this issue. By taking the curriculum in engineering undergraduate education more gender inclusive there is demonstrable potential to attract and retain more women in the profession. Beginning with an overview of previous analyses of gender inclusive curriculum in engineering, the paper proceeds to detail a case study of an inclusive curriculum project conducted
at one university and the perceptions of current engineering students and faculty about the status of inclusive practice ten years on at the same University. Ultimately the paper argues that ongoing attention to question of inclusive education must be maintained in order to enrich the educational experience of all students.

Perhaps the most significant feature to emerge from the study was the finding that gender inclusively has to be thought of as a continuous process rather than a feature that can be dealt with once and for all by the incorporation of appropriate curriculum content. Gender inclusivity involves continual reflection on the teaching and learning interaction and a constant alertness to the potential of the style and content of teaching to create situations where some may not feel included and consequently may choose to exclude them from further study. The work on critical mass has clearly shown that minority students fare best when they are above roughly one fifth of the total class numbers and that they become likely to drop out when the proportion drops below that level. With the women engineers already at a critically low proportion it is important to acknowledge their presence and to sustain their studies by adopting the gender inclusive principles outlined above. Only through measures such as this will the worrying decline in numbers of engineers be overcome.

Li, Qing Infusing Technology into a Mathematics Method Course: Any Impact?
In this article, author examines some issues within the new frontier of integrating technology into teacher education and professional development. Author presents an approach to teach a secondary mathematics methods course integrating technology, specifically, multimedia and online discussion. Specifically, this study focuses on how the integration of multimedia and online discussion into mathematics methods course affects student teachers, beliefs about geometry and their attitudes towards educational technology. Empirical data collected from students enrolled in a methods course include students’ written assignment, transcription of online discussion, multimedia projects, and instructor’s journal. The qualitative analysis of data revealed that two themes are particularly salient: 1) the student teachers’ attitudes about using technology in classrooms had changed; and 2) for at least some of the student teachers, the fact that multimedia project focused on geometry positively affected their attitudes toward geometry and teaching geometry. Three cases are described of the impact that the use of technology had on student teachers’ learning experience.
Reflection on the experience and recommendations for design principles for teacher educators are presented.

Magistrate, Tony. Writing across the Curriculum: From Theory to Implementation. Journal of Teaching Writing, 151-157. These was some of the reasons for our decision to offer a series of writing across the curriculum workshops. If the faculty shared a similar attitude towards student prose – both in terms of its importance to the learning process and its current state of decline – a broader based commitment to student writing, extending beyond the English department would at least provide more frequent occasions for student practice. What we discovered, however, is that the amount of undergraduate writing generated at the University of Vermont is not the problem; if the hundred faculty members participating in our workshops are a fair representation of the university as a whole, students are receiving the opportunity to write in nearly every one of their classes. The issue of improved writing skills is therefore not necessarily related to the frequency of student writing, but rather to the kind of writing they are asked to produce.

Kleve, B. (2005). Teachers’ Implementation of a Curriculum Reform. Oslo University College Norway, 85-86. The research questions of the study are: 1] How are teachers in their mathematics teaching practice responding to the L97’s recommendations? 2] What kinds of interactions between the teacher and the students are observable in the mathematics class-room? 3] How are teachers’ practices in the classroom related to their beliefs about teaching and learning mathematics and to their goals for students in the subjects? Findings of the research are: So far, findings, suggest that there are different attitudes to L97, different styles of teaching and thus different responses to L97. Very carefully the researcher indicates a Directive, a Leading a Conceptual and an Exploring style of teaching. All four teachers have features of all styles of teaching, but to different degrees. One teacher, David, consciously and confidently carries out direct instruction. He interacts with the mathematics and poses his way of doing it over to the students. According to focus group interview this is what he believes in. Alfred leads his students towards a solution. He is concerned about his students’ fragile thoughts and well-being. Bent focuses on student’s conceptual understanding and wants the students to understand the formulas. However he finds it hard and time consuming to carry out experimental teaching even this is what he says he believes in. Cecilie believes that students learn
most by finding things out themselves and she carries out exploring activities and encourages students to find things out themselves.

2.7. Section – VI - Method and Methodology

Review of related literature and research on Method and Methodology

In this section researcher had taken reviews related to product development method only.

Uplane, Megha (2011). Development of Text-book – based computer multimedia software package for school children to enhance their academic achievement in Physics – A Study. University of Pune, Pune. The objectives of this study were:- (In Phase – I of Research) – 1) To analyze the science textbooks of upper primary stage (VI, VII, and VIII standards) prescribed for English Medium Schools to identify the topics (lessons) related to Physics. 2) To find out the problems of learning Physics content of students at upper Primary Stage.3) To find out from the teachers of the problems the students of upper Primary stage face while learning Physics content. 4) To develop Text-book-based computer multimedia software packages for the topics of Physics in the textbooks of upper Primary stage.5) To test the effectiveness of the developed software package for enhancing the academic achievement of general class upper Primary students in Physics. (In Phase – II of Research ) – 6)To identify low achievers in Physics.7) To test the effectiveness of the developed software package for enhancing the academic achievement of low achievers in Physics. 8) To find out the retention of the content by the sample after a gap of one month.9) To find out the opinion of the participant students regarding the software. Main Conclusions/Findings were:- 1) Though ‘Science’ is now treated and taught as ‘Integrated whole’ the ‘General Science’ textbooks of Standard VI, VII and VIII have lessons dealing with Physics, which can be identified after analyzing the textbooks (They are of course inter-related to the other sub-branches of Science.) On the identified lessons, the computer Multimedia software packages were prepared in this study. The developed packages are found to be effective. 2) The results of this study proved that computer multimedia software packages developed by sound research methodology can be effectively used for the enhancement of academic achievement of upper primary
school students in Science. 3) The results of this study proved that computer multimedia software packages developed by sound research methodology can be effectively used for the enhancement of academic achievement of low achievers in Physics of VII and VIII standards. 4) Most of the students opined that they found easy to learn and remember Physics content because of effect of color, sound and pictures explanation with diagrams, learning, with own pace. 5) Learning of Physics with the help of text-book-based computer multimedia software package helps to retain the knowledge of Physics. Researcher has used Product Development Method.

Olivier,Mukulira (2011). Development of a Need based programme of guidance and counseling for secondary school students in the Southern province of Rwanda. University of Pune, Pune. The objectives of the study were:- 1) To assess the status of guidance and counseling of Secondary schools of the Southern Province in Rwanda. 2) To find out the need for guidance and counseling services in Secondary schools. 3) To develop a need based programme of educational guidance and counseling for secondary school students of the Southern province of Rwanda.4) To study the effectiveness of the developed need based programme of guidance and counseling developed by the investigator. Major Findings/Conclusions: - Objective 1: i) The majority of the schools staff viewed Educational guidance and counseling as a remedial programme. They ignore its development aspects. 2) The number of the schools with educational guidance and counseling programmes was still small.3) There was a shortage of trainings with regards to Educational guidance and counseling programmes. 4) There was a high rate of training cases and psychological disturbance in schools. 5) No follow up was done to get back drop outs since there was no communication between schools and parents. Objective 2: 1) School functionaries suggested the establishment of a formal and consistent Educational Guidance and Counseling programme in all the schools, the setting of communication between parents and schools. They also recommended the ministry of education and all the stakeholders in Education to organize training regarding Educational Guidance and Counseling programme. 2) The developed programme was viewed by parents and Head Teachers as an orientation service to students.3) The programme as a way of updating students on the job market needs.4) The programme was seen as a way of sizing down the rate of dropouts.5) The programme as a way of increasing child
awareness by parents. 6) The programmes would help students become more responsible. The researcher had used product development method.

**Bhatnagar, Anjali (2011). Development of quality excellence model for school: QEMS. University of Pune, Pune.** Objectives of the present research were: 1) To study the Malcolm Balridge Education Criteria for Performance Excellence in Indian context. 2) To review the quality related processes of schools in Indian context. 3) To develop the quality excellence model for schools based on Malcolm Baldrige Education Criteria for Performance Excellence. 4) To study the applicability of the above model on Indian schools. Method: Product Development Method. Key Findings: i) The Malcolm Baldrige Education Criteria for performance Excellence was found to be an effective quality assessment tool for improving the performance of the schools studying the same in Indian context a rich source of input for developing QEMS. ii) The understandings of quality related issues of India schools emphasized on the strong need for an effective quality assessment tool that could help them achieve excellence through continuous improvement. iii) The quality indicators in the developed QEMS exhibited positive relationship with the true system outside represented by the experts assessment.

**Isave, Madhuri (2011). Efficacy of integrated Model based on Biological Science Inquiry training model to develop inquiry approach and reduce stress in visually impaired students. University of Pune, Pune.** Objectives of the research were: 1) To study the teaching learning process involved in teaching of Biological Science to Visually Impaired students. 2) To develop an inquiry approach in Visually Impaired students by using Biological Science Inquiry Training Model. 3) To investigate the factors related to general stress of VI students. 4) To use the Stress Reduction Model on VI students to reduce stress. 5) To analyze the students feedback about Stress Reduction Model. 6) To prepare an Integrated Model by addition of Biological Science Inquiry Training Model and Stress Reduction Model. 7) To test the efficacy of Integrated Model to develop inquiry approach and to reduce stress in visually impaired students. 8) To study the usability of Integrated Model. Key Findings: i) Biological science inquiry training model was significantly effective to develop inquiry approach in visually impaired students. ii) Efficacy of the integrated model was significant to enhance inquiry approach in visually impaired students. Stress reduction activity helps to reduce stress of visually impaired students while
conducting with inquiry. iii) Stress reduction model was effective to reduce general stress of visually impaired students. iv) The overall responses of experts were that the integrated model was a novel idea and it was a good attempt in the area of special education.v) The overall responses of user group were that they have fully realized the usability of integrated model. They have shown positive trend towards integrated model and its efficacy. Their feedback shows that they acknowledge the objective of the I.M.

Cho, Soohee (2013). Effect of Mind-Body Management Education (MBME) ON Self-Development. University of Pune. The objectives of the study were :- 1) To analyze literature for interpretation on body-based programs and their effect on the Body and the mind. 2) To identify appropriate components for development of mind body management education MBME program. 3) To develop Mind-Body Management Education Programme which through managing improve the selected qualities of movement on the body and the mind. 4) To determine the effects on the MBME program on the body and the mind. Major Findings: - 1) MBME increases the flexibility by enhancing the capability of being bent. 2) MBME improves the balance by increasing the ability to maintain a state of equilibrium. 3) MBME improves responsiveness by decreasing the reaction time. 4) MBME helps to reduce the rate of breathing, supporting relaxation. 5) MBME on beauty/grace improves the extent to which participants paid attention to their appearance and didn’t affect their sense of self-worth based on their physical appearance. 6) MBME improves a wide range of the different aspect of self-esteem psychological changes through a physical treatment.

Choukade, Gayatri (2014). Development of Scientific attitude improvement programme for adolescents and its effectiveness. University of Pune, Pune. The objectives of this study were: - 1) To assess scientific attitude of adolescents and to compare scientific attitude between urban and rural students. 2) To analyze components of scientific attitude which need to be improved. 3) To develop program for improvement of scientific attitude among adolescents through identified components. 4) To study the effectiveness of developed programme for improving scientific attitude. 5) To find out the retention of the developed programme. 6) To know the opinion of participant students about the developed programme. Main Conclusions/Findings: - 1) On the identified components of scientific attitude, the scientific attitude improvement programme was prepared in this study. The developed
programmes are found to be effective. 2) There is significant difference in scientific attitude of rural an urban student. Urban students are having more scientific attitude compared to rural students. 3) From the results of this present study it is proved the developed scientific attitude improvement programmes can be effectively used for improvement of scientific attitude of adolescents. 4) Scientific attitude improvement programme helps to retain the scientific attitude. 5) Scientific Attitude improvement programme is useful in daily life and enhances their critical and logical thinking researcher had used product development method for this research.

2.8. Importance of reviews for the present study

In Chapter II researcher reviewed literature and researches related to Inclusive education, attitude, self-efficacy, skills, curriculum and curriculum development and method and methodology.

Teacher’s /educators attitude, self-efficacy and skills are very important for inclusion. In this study researcher assess the status of attitude self-efficacy and skills of pre-service teachers towards inclusive education because we need inclusive teachers for this century. Researcher also analyzed Pune university syllabus (from 2008 to 2013) in the lens of inclusive education and also prepared Isolated and infused syllabus of inclusive education and implemented this syllabus in three modes and compare its effect. So in this aspect of research isolated and infused mode of implementation is vital in the study.

2.9. Conclusion

In the chapter II researcher reviewed literature and research reports related to inclusive education, attitude, self-efficacy, skills, curriculum and curriculum development and method and methodology.

Due to this review investigator get insight in conceptual frame, understanding, important terminology related to inclusive education, finalizing research questions and hypothesis and selecting proper methodology along with analysis techniques and statistical tools, for finalization of result and inference completed using reviews. In the discussion of findings reviews references were key.