



**CHAPTER II**  
**REVIEW OF RELATED**  
**LITERATURE**

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reveals the previous researches conducted in field of Inclusive Education. This section has systematically presented five identified themes in the related literature reviews. Such as, Inclusive Education, Curriculum Analysis, Perception towards Inclusive Education, Self-efficacy towards Inclusive Education and Teacher Training and Inclusive Education. Research pertaining to the aforementioned themes provides the investigator with a comprehensive understanding of how to advance and mould the present research subject.

The review of related literature provides the theoretical framework for the study. The process of conducting a literature review offers a comprehensive perspective and framework for the researcher to establish a solid foundation in the area of investigation. The analysis of prior research conducted in previous years pertaining to the subject of investigation is commonly referred to as a literature review. A comprehensive comprehension of a subject matter can be achieved by conducting a thorough review of relevant literature. This approach can serve as a catalyst for generating innovative ideas and adopting a more expansive and inclusive viewpoint on the chosen research topic. This study aims to establish a cohesive understanding between the existing body of literature and the chosen research topic.

#### **2.1 Studies Related to Inclusive Education**

##### **2.1.1 Studies conducted in Abroad**

**Pivik, Mccomas and Laflamme (2002)** studied the obstacles and opportunities for Inclusive Education. Schools were found to have difficulty implementing Inclusion due mostly to environmental, physical, and attitude constraints. The research showed that an additional obstacle to inclusive education is educators' lack of understanding of how to train their employees to provide an inclusive learning environment.

**Peter, (2004)** in the report “Inclusive Education: An EFA strategy for all children” mentioned that in developing countries, half of all disabilities were found among children below 15. This raises the concern for creating inclusive schools for students. This study had also reflected that a significant number of disabled children were debarred from the primary and secondary education system.

**Naicker (2006)** conducted a study on “From policy to practice: A South-African Perspective on Implementing Inclusive Education Policy”. It was discussed in the study how the curriculum evolved from being apartheid to less rigid to create room for inclusion. The traditional curriculum alienated the learners, but inclusive policies like curriculum 2005 tried to make the curriculum more inclusive. It was also discussed that a progressive and constructive change in the curriculum can create an inclusive system of education in South Africa.

**Smith (2008)** conducted a study on “The relationship between legislative implementation and educator readiness in inclusive educational environments”. The aim of this study was- a) to recognize strategies to prepare teachers to work in inclusive situations. A qualitative phenomenological design was adopted for the study using purposive sampling. A sample of 20 public school teachers and administrators has been selected for the study. The results of the study showed that majority of the participants could identify both positive and negative aspects related to inclusion. It was found that observation time is important for inclusive settings but the educators were not trained in observation. Participants stated that collaboration (among administration, special educators, general educators, and parents) would promote inclusion. Findings revealed that teachers require more training to teach in an inclusive setting. It was also found that positive relationships among the professionals would increase the success of inclusive education.

**Acedo (2008)** in her review article “Inclusive education: pushing the boundaries” stated that Inclusive Education needs more detailed understanding of the concept among the people who implemented it, providing mere access to the schools does not bring inclusion in society other arrangements related to curriculum, teacher training, assessment, etc. should also be done properly.

**Halinen and Jārvinen (2008)** in the article “Towards inclusive education: the case of Finland” discussed Inclusive Education in Finland. From their study it was seen that in Finland the education system fairly welcomes the idea of Inclusive

Education and the major concern lies in the implementation of it concerning arrangement, instruction, and cooperative learning in the inclusive setup. They also stated that inclusion requires a joint venture on the part of government teachers and parents for its smooth function of it.

**Opertti and Belalca'zar (2008)** highlighted that in most parts of Asia, the notion of Inclusive Education was restricted to students who had mentally and physically disabled as well as refugees; keeping this perspective in mind. The measures had been corrective rather than constructive and developmental. Varying from this, most of the teachers from all the regions had commonly pointed out the importance of pre-service and in-service training in implementing inclusive education.

**Cox (2009)** in the doctoral dissertation entitled “The commitment of elementary school teachers to inclusive education for children with disabilities” investigated the level of commitment of elementary school teachers’ show to the students with disabilities in Inclusive setting in relation to general and special education teachers. The study was carried out on a sample of 1,130 special and general education teachers. The findings reveal that special education teachers were found to be more committed than their counterparts. It was the result of a lack of adequate support for teaching in an inclusive environment.

**Hassanein (2009)** in the study had found that teachers in Egypt exhibit a little favourable attitudes toward Inclusive Education. Even though it was found that there was uncertainty and concerns about the lack of support, available resources, training of teachers, time, curriculum and pedagogy for IE, collaboration, and social attitudes and beliefs about disability. It was argued that the teaching tactics need to be changed to address inclusion in classrooms.

**Opertti, Brady, and Duncombe (2009)** reiterated the importance of Inclusive Education in promoting Education for All. Inclusive Education should be regarded as process, participation, and achievement. From this point of view, Inclusive Education can specify lucid and combined policy planning processes, the allocation of resources, and the impacts practiced and attained (i.e. targeting socially disadvantaged groups).

**Miles and Singal (2010)** conducted a study on “The Education for All and Inclusive Education debate: conflict, contradiction or opportunity?” in this study they pointed out that The Education for All (EFA) initiative embodies a global pledge to ensure that all individuals, regardless of age, are afforded access to fundamental education of a satisfactory standard. However, empirical observations suggest that the

actual state of affairs on the ground may not align with this noble objective. They also highlighted the opportunities created by the keeping in mind existing global interest in, and apparent commitment to, delivering quality education for all children.

**Rahman (2011)** examined a doctoral study on “Inclusive Education Practices for Secondary School Students with Disabilities in Bangladesh”. The study aimed at analysing and describing Inclusive Education practices at the secondary level in an inclusive setting. The findings of the study exhibited that student-centric evidence-based teaching and learning strategies were more effective than their traditional lecture-based teaching and learning practices in supporting inclusive education. It was also stated that it is important to train our teachers to teach in an Inclusive Education.

**Sunardi, Yusuf, Gunarhadi, Priyono, and Yeager (2011)** examined the implementation of Inclusive Education in Indonesia. A sample of 186 inclusive schools was selected for the study. As a result, it was noticed that most of the schools had managed their institutional preparation for Inclusive Education; regarding the identification and assessment of children with a disability, only 59% of schools had a facility for the same; approximately 50% of schools had updated and modified their curriculum as per the inclusive standards and requirements; only 10% of schools were found to be able to afford appropriate instructional facilities for the students and almost 50% of the schools required modification in the assessment system to assess the students with disability. It was also stated that the school professionals must be made competent enough to create and maintain Inclusive Education setups in the schools.

**Florian and Black-Hawkins (2011)** in a study on inclusive pedagogy found that those teachers who are ready to employ inclusive pedagogy in their teaching faces a lot of challenges and dilemmas in practice. It was also found that sometimes the teachers use such teaching practices which do not exactly fit the concept of inclusive pedagogy. It was also pointed out that the inclusive pedagogy concept is in use for an inclusive classroom.

**Erten and Savage (2012)** mentioned that studies related to school and classroom levels to understand the classroom management of Inclusive Education were important. It was also stated that classroom transactions should be given importance while researching Inclusive Education.

**Boston-Kemple (2012)** conducted a study on “A conceptual analysis of key concepts in Inclusive Education” and found that to make an inclusive classroom effective use of various teaching strategies can be fruitful. These strategies were co-teaching, team teaching, collaborative teaching, Parallel teaching, and Alternative teaching.

**Mwangi and Orodho (2014)** identified some challenges faced in implementing Inclusive Education in Nyeri, Kenya such as inadequate physical and critical teaching learning resources, insufficient teachers to transact the special needs education curriculum. Along with this, The study revealed that a number of socio-economic and cultural factors served as impediments to the facilitation of optimal teaching and learning outcomes in the schools that were sampled. According to the literature, students with special learning needs exhibit distinct learning abilities and competencies in comparison to their typically developing peers. As such, it is recommended that they receive tailored educational and home-based interventions that are sensitive to their unique needs and differences.

**Dudley-Marling and Bridget (2014)** outlined that there were two views- a deficit stance and a social constructivist perspective that affect the meaning of inclusion. It also stated that the deficit stance views inclusion as physical assistance and it was linked to the service delivery model; it focuses on the least restrictive environment and providing the best instructional practices. It also stated that the social constructive stance on inclusion views it with the perspective of competence. It views students as having competence and ability regardless of their differences.

**Ahmed and Mullick (2014)** conducted a study investigating the implementation of inclusive education in primary schools of Bangladesh. The findings of this study showed that numerous variables such as previous experience with a person with a disability, appropriate training of teachers were connected with preparing teachers for implementing IE. It was also found that precedent achievement in teaching a student with a disability positively persuade pre- and in-service teachers’ efficacy and attitudes are congruent with other studies.

**Marimuthu and Cheong (2015)** conducted a study on Malaysian secondary school teachers to investigate their competence and readiness. The researchers employed a quasi-experimental non-equivalent experimental research design. Two secondary schools in Penang where Inclusive Education was introduced had been

selected as a sample of the study. The findings of the study revealed that teachers' training is a crucial part of Inclusive Education implementation and it needs to be redesigned for combating the requirements for Inclusive Education in classrooms.

**Suleymanov (2015)** examined the academic achievement of students, various appropriate methods of teaching, and assessment of those students. The challenges of Inclusive education were also studied in the context of innovations in the field of education and barriers preventing these innovations. This study also highlighted the duties of a classroom teacher and teacher assistants along with emphasising on the role of collaboration and co-teaching approaches, and curriculum adaptation for IE.

**Dei (2016)** examined the challenges and possibilities of Inclusive education. It aimed at understanding the importance of reframing the curriculum to make it more inclusive. It was discussed in the paper that the curriculum should be made diversified through the infusion of multiple teaching methodologies, pedagogies, courses, and study groups. The teachers, administrators, and learners along with the community must engage in the development and enactment of an inclusive curriculum.

**Elder, Michelle, Damiani and Oswago (2016)** carried out a research work on "From attitudes to practice: utilising inclusive teaching strategies in Kenyan primary schools". This study aimed at examining the teacher training programme at the elementary level to see whether the training programme prepares teachers to support a diverse group of learners, does training makes any differences in teaching practices adopted for the classroom, and does a teacher training programme developed keeping in mind the disability perspective (social model of inclusion) decipher inclusive outcomes? Educational Assessment and Resource Centre (EARC) in the Ministry of Education (Kenya) were major associates in this study. Out of the total population 13 teachers who had Kenyan Teacher certificate and 6 administrators from western Kenya was chosen as a participant in the study. Using qualitative interpretive methods data were analysed. This study showed that teachers after the training were able to identify new instructional strategies and were able to use them differently in their classrooms. Teachers exhibited their preparedness in adapting inclusive teaching strategies and modifying them to their contextual needs.

**Roche (2016)** stated that Inclusive Education is hard to pin down. It lies stress the point that educational inequality like other aspects of human life appears to be

more systemic than specific. It concluded with the thought that students in Inclusive classroom should be taught preferably using their own language rather than using English.

**Gilham and Tompkins (2016)** investigated the perspectives of teacher educators participating in pre-service teacher education programmes on the topic of Inclusive Education in their research. The findings showed that pre-service teachers were better equipped to evaluate and manage an inclusive classroom when they can see it from a variety of perspectives. It was also said that inclusion is a process that is continuous and that it necessitates bringing about modifications in the practices following the requirements that develop in the classroom.

**Franck and Joshi (2017)** investigated the topic “Including students with disabilities in Education for All: lessons from Ethiopia”. This article aimed to study the challenges of including children with disabilities in the Education for All agenda in Ethiopia. The researchers used thorough review, interview, and observation for collecting data for this study. The findings of the study showed that there exists a stigma among people toward the education of the disabled. To remove this stigma teacher training was provided to all the pre-service teachers. However, teachers stated this class as purely theoretical without practical skills for implementation.

**Mugambi (2017)** in the article titled "Approaches to Inclusive Education and Implications for Curriculum Theory and Practice," stated that the current curricula in educational institutions are predominantly designed to cater to the needs of a "traditional" student model, which poses significant challenges for learners with diverse needs. The study reveals that teachers often feel ill-equipped to handle the demands of an inclusive classroom, and are uncertain about the social expectations of such a setting. Additionally, the learning environment often fails to accommodate the unique needs of diverse learners, and the assessment of learning outcomes is often inauthentic. This paper presents a comprehensive analysis of the human rights-based and multicultural approaches to Inclusive Education. The study explores the implications of these approaches for curriculum theory and practice, including differentiated curriculum content, instructional process, differentiated assessment, reorienting teacher education, and involvement of parents and community. The research findings provide valuable insights into the potential benefits of adopting these approaches in promoting inclusive education.



**Marope (2018)** highlighted the relationship between human rights education in advancing inclusion and quality education. It was also stated that enforcing human rights in education would amplify the implementation of inclusion in the education system.

**Bunbury (2020)** in the article “Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum?” shows that a more inclusive curriculum may lessen the need for modifications. It is recommended that higher education institutions should reorient their actions to the social model of disability, which centers on attitudes, to alter the way faculty members see students with disabilities. Reasonable adaptations may still be needed owing to the complexity of different impairments, but it was also claimed that making sure they are in place from the original curriculum design phases might help prevent exclusion and encourage participation.

**Gubbels, Coppens, and Wolf (2018)** conducted a study entitled “Inclusive Education in the Netherlands: how funding arrangements and demographic trends relate to dropout and participation rates?”. This research examined the impact of equalisation policy and the demographic trend of population loss on special education dropout and participation rates. The research revealed that the simultaneous introduction of a financial equalisation policy had an effect on the participation rates of children with special needs in schools for special education.

**Elison-Chang (2018)** conducted a doctoral study on “Success for all through supporting Inclusive Education: a mixed method research study”. The objective of the study was to establish professional training technique to strengthen the teacher education for IE. This would empower teachers to address all the requirements. The researcher has used surveys and focused group discussions for the study. The findings of the study show that there was a strong association between professional training related to special education law and accommodations of the students and teachers’ confidence in working with students with disabilities in Inclusive Education.

**Strelow, Dorta, Schwingerb and Christiansen (2020)** conducted a study on “Influences on pre-service teachers’ intention to use classroom management strategies for students with ADHD: A model analysis”. This study aimed at analyzing the influence of direct experiences, social influences, individual differences, and attitudes on the willingness to use Classroom Management Strategies (CMS). The study was

conducted on 1086 pre-service teachers across Germany. The findings of the study stated that the pre-service teacher's attitude toward students with ADHD had a great influence on their believe system about using CMS in the classroom.

**Gherghut (2020)** explained that there was a high level of discomfort and uncertainty among the teachers related to the inclusion of students with special needs which leads to the vulnerability of Inclusive Education in the Romanian education system.

**Martínez and Porter (2020)** conducted a study on the development and use of a personalized lesson plan for an inclusive classroom. The results of this qualitative study suggested that teachers struggle to design and develop a personalized lesson plan for students with special needs in an inclusive classroom. It was believed that this approach establishes a more realistic level of expectation for the teacher.

**Anderson (2020)** investigated on understanding knowledge and attitude toward Inclusive Education among primary school principals. The findings of this case study resulted that there is a great effect of the attitude and knowledge of the school principals toward Inclusive Education on their decision-making and performing their role as a leader. It was also found that due to negative attitudes and lack of knowledge towards inclusion, many students were found to withdraw and face segregation and isolation. It was noted from this study that the behavior of the leading stakeholders contributes a lot to the success of Inclusion.

### **2.1.2 Studies conducted in India**

**Pingle (2010)** developed an Inclusive Education programme for D.Ed student teachers and examined the effects of the course on attitude and awareness towards inclusive education. The programme was developed on four basic components as- concept and basic philosophical ideas, legal aspects and feasibility, basic facilities for inclusion and perception towards CWSN, and skills and competencies required for Inclusive Education. The programme was developed using available literature. The findings of the study showed that there were differences in the groups in terms of awareness towards Inclusive Education or any component used in the study. The experimental group scored high as compared to the control group on the studied component related to awareness towards inclusive education.

**Das (2010)** examined that four major support system provides the most important help while educating students in an inclusive setup. These are academic, physical, psychological, and parental support. She also rightly pointed out various challenges like pessimistic outlook of the teachers and peers, shortage of resources, and lack of training for managing diversity within classrooms. Further, she has recommended that there must be a comprehensive environment to impart inclusive education.

**Das and Kattumuri (2011)** conducted a qualitative study on “Children with Disabilities in Private Inclusive Schools in Mumbai: Experiences and Challenges”. The objectives of this study were to study the factors which may influence the development of self-realisation in children with disabilities in inclusive settings and to scrutinize the experiences of children with disabilities in inclusive schools. The findings of the study revealed that students who receive education in inclusive schools are presented with distinctive opportunities to engage in regular interactions with their non-disabled peers. The impact of this phenomenon is observed in the formation of an individual's self-concept across domains such as academic, physical, active, and social self. It was also found that there is a problem of acceptance on the part of teachers and other peers for special children.

**Rajani (2012)** aimed to examine the implementation of Inclusive education and its barrier in the secondary schools of Visakhapatnam. Using a descriptive survey method the researcher collected data from 384 respondents using a questionnaire. The results signified that the majority of the respondents have given a positive response on admission of children with special needs and have stated that inclusion of children with special needs had provided a better opportunity for the school. They have also opined that inclusion has proved beneficial for students of special needs, but their academic achievement had not improved as the teachers are not well-equipped with inclusive teaching practices.

**Pathy (2013)** studied Inclusive Education practices at the primary level in Orissa. The researcher conducted the study on 40 inclusive schools 20 from rural and 20 from urban places. The objective of the study aimed at studying the implementation, inclusive practices, and opinions of parents towards inclusive education. The findings of the study depicted that there was a lack of trained teachers;

most schools followed only the traditional method of teaching which depicts their lack of knowledge in teaching in an inclusive classroom. Another important result of this study was that the identification of children with disability in rural areas is done by observation by the teachers and in urban areas it was majorly done by the report by the parents. In rural schools, the enrolment of children with disability was also higher than in schools in urban areas. It was also reported that the teachers face problems such as a confidence issues, lack of training in managing behavioural problems of inclusive classroom, lack of parental participation, and providing resource rooms.

**Yadava (2013)** conducted a study on “Inclusive Education: Challenges and Prospects in India’’. In this study, the researcher rightly mentioned the challenges like policies related to Inclusive Education and the basic infrastructural facilities that were not available in India to foster Inclusive Education. She also stated that the absence of accountability mechanisms had resulted in poor policy implementation in India.

**Kalita (2013)** examined the enrolment of differently abled children in school, the basic facilities that they get, and their retention and motivational interventions provided to them. The results of the study revealed that under SSA aids and appliances have been distributed to CWSN. Among the aids and appliances hearing aids, wheelchairs, and tricycles are the main items that were included. It was also found that family background plays an important role in the education of CWSN. It was also seen that for successful implementation of any educational programme, SSA under the IE component undertook quite a few steps for training IE to teachers, resource teachers, and volunteers.

**Vidhyanathan and Devan (2013)** conducted a study on the “Inclusion of Disabled Children in General Schools in Puducherry”. It was discovered that the number of people enrolled in CWSN in Puducherry was significantly and very high in number. The availability of teaching staff and the distribution of equipment were extremely strong points of the UT. The use of SSA in Puducherry has been successful in achieving the desired result of inclusive schools and classrooms there.

**Asha, (2015)** conducted doctoral work on “Social behaviour among children in an Inclusive Education environment with respect to peer acceptance of sensory challenged children”. The study aimed to investigate the attitude of non-disabled children towards children with sensory-challenged peers, to study social behaviour

and peer-acceptance. A total of 200 children both sensory-challenged and non-disabled children have been selected by purposive random sampling for the study. The findings of the study revealed that the non-disabled children had also developed a positive attitude towards inclusion and it was found that the environment had an impact on the social behavioural development of the child.

**Kaul (2015)** conducted a study titled “A study of Status of Inclusion of Children with Special Needs at the Elementary School Level,” the objective of this study was to analyse the implementation of inclusive education in Delhi and NCR region and the barrier in its implementation. 30 schools from the selected region comprised the sample of the study. The results of the study showed that half of the participants were positive about the implementation of inclusive education but 71% of the teachers were unaware of the policies and legal provisions related to inclusive education. Regarding barriers related to inclusive education, it was found that there was a lack of all the basic facilities related to inclusive education including information, physical facilities, legal provisions, management, training, etc.

**Behera (2016)** investigated on “Effectiveness of Computer Assisted Instruction to Promote Inclusive Education for Children with Mild Mental Retardation with Reference to Teaching Mathematics”. The study aimed to investigate Computer Assisted Instruction (CAI) elicits gainful learning behavior in CMMR and to study its contribution to promoting a positive perception of inclusive education among the stakeholders. As a result, it was seen that CAI had proved to be very much helpful for the children in learning mathematics. It was helpful in changing the attitude of teachers and parents towards the learning of the CMMR.

**Padhi (2016)** conducted a study on overcoming exclusion and marginalization in education through Inclusive approaches in Arunachal Pradesh. It was mentioned in the study that the inaccessible nature of schools, lack of updated curriculum, and environment which promotes exclusion were the major reasons for marginalization of students. Like other studies, it was also mentioned in this study that capacity building of teachers for the inclusive classroom is necessary.

**Sarmah and Das (2017)** highlighted that the status of teacher education institutions in Assam is at a considerable stage. There was a shortage of basic minimum amenities, but more importantly, there was no appropriate in-service

training programme for the teacher educators. There was also a shortage of updated facilities at the teacher education institutes, which makes it difficult for them to carry out teaching and learning activities.

**Aurange (2018)** investigated “A study of capacity building through multimedia approach in promoting inclusive education”. A sample of 120 secondary school teachers had been selected as a sample of the study. The findings of the study indicated that multimedia assistive, adaptive, and ICT tools are positively related to the capacity building of differently able learners. The use of ICT tools in pedagogic approaches promotes learning among students.

**Lakshmi (2018)** examined the challenges and Prospects of Inclusion in India. In this study, it was discussed that 90% children with disability lives in rural areas, and the need for education of these children cannot be met through any other system of education other than Inclusion.

**Khetrapal (2019)** examined the provision and implementation of SSA with reference to children with special needs. It was stated in the study that there is a need for an adequate number of resource persons, commensurate with the number of CWSNs enrolled at the elementary level.

**Sharma (2019)** stated in the study that to imbibe an affirmative attitude among the students so that they respect the individuality of the students which is a core value of creating an inclusive environment.

**Grills et al. (2019)** conducted an extensive study across 17 states in India including 163,400 individual cases across India for studying the relationship between disability, education, and health. The study followed a descriptive cross-sectional research design. The results of this study yield that disability is negatively related to education. It is found to be one of the major reasons for children not attending school or dropping out. It was also found that children with disability who are also from the disadvantaged group faces more difficulty than others. Disadvantaged children with disability show a culture of exclusion in schools they are also excluded at a very early stage like from the early childhood education stages of the education system.

**Mathur and Verma (2020)** focused on developing a module to affect the reflective thinking, Epistemological belief, and attitude of teachers toward inclusive

education. A quasi-experimental pre-post test design was employed and a sample of 94 teachers has been selected purposively. The findings divulge that teachers thinking and epistemological beliefs about inclusive education can be changed and slowly it contributed to the development of a positive attitude toward Inclusive Education.

**Kalyanpur (2020)** discussed the wider perspective of Inclusive education. It emphasizes the point that language inclusion is also an important aspect of Inclusive education and how low-income students are mostly marginalized from learning the English language. The English language has been a colonial legacy and is today perceived as a language of elites. As a result of the failure of the system those students who are unable to learn the English language have been labeled as learning disabled mostly.

## **2.2 Studies Related to Curriculum Analysis**

### **2.2.1 Studies conducted in Abroad**

**LePage, et al. (2010)** investigated on curriculum recommendations for Inclusive Education. It was found that for instructors to be able to respond to the requirements of a diverse group of pupils and have a broad vision of Inclusive Education, they require the skills of observation, analysis, and awareness. In addition to this, it was suggested that effective pedagogies and evaluation methodologies should be integrated into the education of future teachers.

**Avissar (2012)** examined “Inclusive Education in Israel from a curriculum perspective: an exploratory study”. The primary aim of this research endeavor was to investigate the curricular practices implemented by educators in Israel. The present study employed an exploratory research design, wherein data was gathered via semi-structured interviews conducted with a sample of 29 pre-service teachers. The study's findings indicate that the inclusion of children with special educational needs (SEN) in mainstream schools and classes in Israel has resulted in modifications to curricular practices. Simultaneously, the results of the study indicate various aspects of apprehension that necessitate the attention of policymakers in the domains of primary teacher education and continuous teacher development.

**Vrasmas (2014)** conducted a literature review of the curriculum for children with disabilities in Inclusive education. From the meta-analysis of the literature selected for the study, the researcher found that there was a need to include three important components in the curriculum for children with disability in an inclusive setting i.e. acceptability, adaptation, and flexibility. It was stated that teachers' and parents' views on curriculum development were important in designing the curriculum.

**Snapp, Burdge, Licon, Moody and Russell (2015)** conducted a study on understanding the perspective of students on the LGBTQ curriculum. The findings of the qualitative study reported that the curriculum rarely met the standards of a socially inclusive curriculum. Some of the respondents also mentioned that they had learned positive lessons from the LGBTQ curriculum and its importance in building their own identity.

**Chikwature, Oyedele and Ntini (2016)** investigated “Incorporating Inclusive Education in the pre – service teacher education curriculum in Zimbabwean teachers’ colleges”. This study aimed to explore the views of college stakeholders on integrating inclusive education in the teacher education curriculum. A total of 70 participants have been selected for the study. The findings of the study produced that principals were found to be quite aware of Inclusive Education and were in favour of including Inclusive Education in the curriculum. The research findings indicate a lack of a comprehensive national policy in Zimbabwe regarding the implementation of Inclusive Education across all levels.

**Otukile-Mongwaketse, Mangope and Kuyini (2016)** examined curricular adaptation understanding for the learner with learning difficulties in primary school teachers. A total of 12 teachers were taken as a sample of the study. The findings indicated that most of the teachers viewed curriculum adaptation as remediation and intended to teach the students out-of-class time. It was shown that the teachers reduced the number of questions for the learning disability students in the name of modifying the curriculum also, some teachers responded that they modified how the instruction is given to the students.

**Furman (2019)** examined the exigency of an Inclusive curriculum in the Inclusive Education system. It was built on the notion that a pre-determined



curriculum marginalises the students in its nature. It was discussed in the paper that the curriculum focusing on the medical model of disability perceives curriculum as an instrument to fix the students. Small changes made in the curriculum provide a larger scope for the students to work upon. This paper stressed the point that the room for conversation among the teachers and students taking note of the silent features of conversation and behaviour of the child to facilitate the whole curriculum to make it inclusive rather than the written down form of it.

**Dolapçioğlu and Bolat (2020)** investigated developing an interdisciplinary curriculum in Inclusive Education. The study was conducted in four cycles. The findings of this action research depicted that the implementation of an interdisciplinary approach to Inclusive Education has been found to have a positive impact on addressing the problem area experienced by students. It was also highlighted from the results that interaction-based activities should be designed to deliver an inclusive curriculum.

### **2.2.2 Studies conducted in India**

**Valvi and Sonawane (2016)** in article entitled “Analysis of teacher education curriculum with respect to Inclusive Education” aimed at analysis of teacher education curriculum concerning Inclusive Education. The findings suggested that there was a need to include optional and core papers on Inclusive Education in the teacher education programme.

**Kumari, Nayan, Aggarwal, and Baswani (2019)** explored the issues of teacher education for Inclusive Education in India. The researcher reviewed the B.Ed. curriculum of 15 universities across India to study the components of Inclusive Education in it. The findings reported that there was a lack of exposure to children with disabilities among the student teachers; opportunities and direct contact with students with special needs were missing as the subject Inclusive school/Education had been introduced to the students in 4 Semesters in the majority of the universities. This review-based study also stated that teacher training courses should react to the increasing variety in mainstream classrooms.

## **2.3 Studies Related to Perception and Attitude towards Inclusive Education**

### **2.3.1 Studies conducted in Abroad**

**Avramidis and Norwich (2002)** conducted a review on “Teachers' attitudes towards integration/inclusion: a review of the literature”. It was found that teacher training is an important factor in welcoming Inclusion. It contributes in developing a positive attitude towards inclusion. It also emphasis on undertaking measures aimed at equipping prospective educators with the necessary skills and knowledge to effectively implement inclusive programmes. Additionally, it is equally important to provide ongoing professional development opportunities to current educators in order to enhance their confidence in executing inclusive programmes.

**Leatherman and Niemeyer (2005)** conducted a study on “Teachers’ Attitudes toward Inclusion: Factors Influencing Classroom Practice” and found that the inclinations of educators towards inclusion are subject to the impact of their prior encounters in inclusive learning environments. The results of the study indicate that the educators employed inclusive strategies by engaging all pupils in classroom tasks, including those with disabilities. The study found that the implementation of inclusive practices by teachers was contingent upon adequate pre-service training, support from administrators, and assistance from resource personnel. These factors were deemed crucial for the establishment of a successful inclusive environment.

**Al-Zyoudi (2005)** on the attitudes of teachers in Jordan also revealed that the teachers’ attitudes towards Inclusive Education depend on the degree of the disability.

**Sharma, Forlin, Loreman and Earle (2006)** asserted that pre-service teachers’ training in contact with children with disability enhance the positive attitude of the teachers toward Inclusive Education.

**Mundia and Bradshaw (2006)** conducted a study on “Attitudes to and concerns about Inclusive Education: Bruneian in-service and pre-service teachers”. The study was conducted on three groups including 166 pre-service teachers randomly selected. The investigator used a self-developed Likert scale for data collection. The findings revealed that there were no differences in the groups in terms of attitude and concern towards Inclusive Education.

**Ali, Mustapha and Jelas (2006)** examined the perception of teachers toward Inclusive Education. The study was conducted on 235 Malaysian teachers from

mainstream and special education both at primary and secondary level schools. The findings of the study showed that the majority of the respondents had shown a positive perception toward inclusion. It was found from the results that collaboration between mainstream teachers and special teachers was very much essential for making Inclusive Education successful in its implementation.

**Sharma, Forlin and Loreman (2008)** aimed at studying the impact of teachers training on attitudes and concerns toward Inclusive Education among pre-service teachers. The study was conducted on six hundred and three pre-service teachers from Singapore, Australia, Canada, and Hong Kong. It was found that training proves to increase the level of positive attitude among pre-service teachers about Inclusive Education. It also points out that during the training it is important to provide an opportunity for the pre-service teachers to engage with students with disability to develop concern and sentiments for them.

**Johnstone and Chapman (2009)** suggested that teachers' efficacy and belief is an important predictors in the successful implementation of Inclusive Education in schools.

**MacCarthy (2010)** conducted a study titled "Attitudes towards Inclusion of General Education Teachers Who Have and Have Not Taught in an Inclusive classroom". The study intended at examining the difference in the attitude of teachers who had experience in teaching in inclusive classrooms and those who have taught in a general classroom but teach in an inclusive environment. The researcher used a quantitative descriptive design. 81 elementary school teachers were selected as participants using a convenient sampling design. Data had been collected using scale of Teachers' Attitudes toward Inclusive classrooms and for analysis t-tests and Mann-Whitney test had been adopted. The results of the study reported that those teachers who had previous experience in teaching in inclusive settings shows similar attitudes to those teachers who had experience in teaching general students. This implies that experience does not have any impact on the perception of teachers toward Inclusive Education.

**Leung and Mak (2010)** conducted a study on "Training, understanding, and the attitudes of primary school teachers regarding Inclusive Education in Hong Kong". This study was carried out on 51 primary school teachers from two primary schools. The findings revealed that most of the participants viewed Inclusive Education as involving special education students in classroom activities. Half of the

participants reported that there was a need for professional development of the teachers teaching in Inclusive schools. The overall findings suggested that the teachers had an incomplete understanding of the concept of Inclusive Education.

**Korkmaz (2011)** carried out a study aiming to examine the perceptions of teachers about the implementation of Inclusive Education in elementary schools. For the research, a representative sample of 66 elementary school teachers comprising grades 1 through 5 was chosen. To gather data, a questionnaire with open-ended questions was devised. According to the results of the research conducted, school administrators have the least amount of interest in the activities that take place in inclusive classes. It seemed that instructors had a favourable attitude towards Inclusive Education; yet, owing to a lack of abilities, it was difficult for them to manage the classrooms in which they teach.

**Hemmings and Woodcock (2011)** also conducted a study on ‘‘Pre-service teachers’ views of Inclusive Education: A content analysis’’. A descriptive survey method was used for the study taking 101 pre-service teachers from Australian regional university. The objective of this study was to explore the views of teachers about inclusion and their readiness to teach in inclusive classrooms. As a result, it was found that the pre-service teachers were not fully prepared to teach in an inclusive setting. Physical barriers and resource facilities were also important concerns in building the attitudes of the pre-service teachers.

**Kuyini and Mangope (2011)** examined the student teachers’ attitudes and concerns about IE. A sample of 202 student teachers’ was collected for the study from Ghana and Bostwana. Using ANOVA and t-test data had been analysed. The findings of the study revealed that the respondents had a very low attitude towards Inclusive Education which is affected by the background variables. Regarding concerns, the respondents were found to be more concerned about time, instructional materials, knowledge, and skills.

**Boer, Pijlb and Minnaerta (2011)** stated in review article, about the prevailing attitudes of teachers towards the integration of students with special needs into mainstream primary education are predominantly neutral or negative. None of the conducted studies have reported unambiguous positive outcomes. The study identified a number of variables that are significantly associated with teachers' attitudes, including their level of training, prior experience with Inclusive Education, and the specific type of disability exhibited by their students. The present study was unable to

establish a definitive conclusion with respect to the impact of teachers' attitudes on the social engagement of students with special needs.

**Ntombela (2011)** in the study “The progress of Inclusive Education in South Africa: Teachers’ experiences in a selected district, KwaZulu-Natal” stated that the implementation of a novel policy by the Ministry does not inevitably result in an immediate cessation of prior pedagogical practices by educators. Given this scenario, it is crucial to provide comprehensive training to educators to effectively address the requirements of an inclusive learning environment.

**Emam and Mohamed (2011)** pointed out that teacher with more experience posses more positive attitudes toward Inclusive Education than teachers who had less experience in teaching. The findings of their study also pointed out that there was no relation between experience in teaching as well as the level of teaching with the self – efficacy of the teachers.

**Alquraini (2012)** pointed out the components that determine the attitude of teachers toward Inclusive Education of students with severe intellectual disabilities in Riyadh, Saudi. The findings of the study showed that teachers had a somewhat negative attitude towards the inclusion of students with severe intellectual disabilities and it is influenced by factors like teaching position, the experience of teaching a child with disabilities, and gender.

**Ahmmed, Sharma and Deppeler (2012)** conducted a study on “Variables affecting teachers’ attitudes towards Inclusive Education in Bangladesh”. To conduct this study data had been collected from 738 teachers from 293 primary schools. The findings of the study revealed that factors such as previous experience with children with disability, level of education, school support, and past success experience in teaching children with a disability affect the attitude of the teachers towards Inclusion.

**Unianu (2012)** also conducted a study to examine the attitude of teachers towards Inclusive Education with respect to age and school environment. The findings of the study suggested that there were significant differences between the age of the teachers and their knowledge of Inclusive Education. The findings also depicted that teaching experience related to the attitude of teachers towards Inclusive Education.

**Maria (2013)** examined the teachers’ perception and knowledge of Inclusive Education. The sample constituted 200 teachers from 4 major countries in Romania.

The results showed that the teachers mainly confused Inclusive Education with integrated education which affected the implementation of it as the teachers were lacking in knowledge of Inclusive Education. It was also revealed from the results that the initial training of teachers proved to be one of the major problems in implementing Inclusive Education.

**Costello and Boyle (2013)** conducted a study on “Pre-service Secondary Teachers’ Attitudes towards Inclusive Education”. The aim of this research was to examine the perspectives of pre-service secondary educators regarding Inclusive Education over the course of their academic programme, as well as to assess the impact of Inclusive Education training. The study has engaged a sample of 193 pre-service secondary teachers. The results indicate that there exists a negative correlation between the years of experience and teachers' attitude towards inclusion, whereby an increase in the former leads to a decrease in the latter. The study revealed that pre-service teachers exhibited a favourable disposition towards Inclusion.

**Copfer and Specht (2014)** carried out a study on “Measuring Effective Teacher Preparation for Inclusion”. The findings had rightly pointed out the importance of training teachers to handle an inclusive classroom. Attitude and beliefs, pedagogical knowledge and perceived efficacy are the major components in making inclusive education a reality. They also found that there is a relationship between the attitude and efficacy of the teacher trainees in effective inclusionary practices. It was highlighted in the study that educators should be sensitive enough towards the effectiveness of inclusion and must be ready to adopt strategies for the same.

**Johnson and Newton (2014)** investigated teachers’ perception towards Inclusive Education. Researchers adopted a qualitative phenomenological survey to study the perception of teachers towards Inclusive Education in the Bahamian context. From the results, it was found that 90% of the teachers were having a negative attitude towards Inclusive Education corroborating the previous studies it was found that the major factor influencing their attitude was the lack of training and lack of appropriate resources.

**Tsakiridou and Polyzopoulou (2014)** conducted a study on “Greek Teachers’ Attitudes toward the Inclusion of Students with Special Educational Needs” in Greece comprising 416 participants. The study aimed to understand the following objectives: a) Teachers’ attitudes toward inclusive education; b) Teachers’ self-efficacy beliefs concerning their teaching role in the classroom. The findings of this study revealed

that the teachers were having a positive attitude towards including students with special needs in the mainstream classroom.

**Sharma, Shaukat and Furlonger (2014)** in their study “Attitudes and self-efficacy of pre-service teachers towards inclusion in Pakistan” found that those teachers who are having special education training are having high self-efficacy to teach in Inclusive classrooms than those who are from general education. This study confirms that appropriate training not only influences participants’ attitudes positively but also builds up their teaching efficacy beliefs. These two attributes have the potential to influence the learning environment for children with disabilities and to create more inclusive classrooms.

**Kellyman (2014)** conducted a doctoral dissertation on “Perceptions of collaboration among high school general education and special education teachers in inclusive classrooms”. The study examined how the general education and special education pre-service teachers were prepared for collaboration. A correlative quantitative survey design was used for the study and a sample of 100 teachers was collected using quantitative instruments. To determine the correlation regression analysis was used. It was found from the study that teachers' self-efficacy and level of inclusion in the teams were not related, there was no difference in the general and special education teachers' perceptions of team teaching and leadership.

**Sokal and Sharma (2014)** examined 131 in-service teachers' concerns, attitudes, and self-efficacy. The results depicted that those teachers who had undergone any sort of training on Inclusive Education tend to show a more positive attitude towards Inclusive Education, it was also stated that the confidence of the teachers yields in their efficacy to deal with students with disability. However, breaking the strain another finding of this study shows that as the teachers increase their confidence level for teaching children with disability their concern towards inclusive education was found to decrease.

**Khanal (2015)** conducted a doctoral dissertation on “The Quest for Educational Inclusion in Nepal: A Study of Factors Limiting the Schooling of Dalit Children”. Examining the perspectives of the Dalit community on education and the obstacles they face was the primary focus of this research. Forty students made up the study's sample; twenty were recruited in the first phase, while the other twenty were recruited in the second phase. The researchers opted for an ethnographic qualitative approach based on in-depth interviews and careful observation. The study's results

reveal that poverty, a lack of resources, language hurdles, and caste prejudice were among the many factors that keep students from enrolling in and completing their education. Students from the Dalit group had additional challenges in continuing their education due to their social identities. Associative obstacles exist outside of school in people's policies and the home or community environment, and they must be eradicated for inclusion in education to be a reality.

**Holdman (2015)** examined the attitude of trained and untrained educational leaders towards Inclusive Education. The research was based on the comparing the trained and school administrators and their attitude towards IE. The findings of the study showed that there was no difference in the attitude of school administrators who were trained and who were not trained.

**Bailey, Nomanbhoy and Tubpun (2015)** carried out a study on teachers' perspectives on Inclusive Education. 300 Malaysian primary teachers had been selected as a sample of the study. The findings of the study reported that most Malaysian teachers had a positive attitude towards Inclusion and those who were experienced in teaching showed more confidence in teaching children in Inclusive Education.

**Apers (2016)** conducted a study on "Teachers' Perceptions about Their Preparedness to Teach and Include Children with Autism Spectrum Disorder in the Regular Classroom" the study aimed at exploring the perception and preparedness to teach students of autism of five primary school teachers using a qualitative approach. The findings revealed that the teachers with their prior knowledge and positive attitude were able to develop and practice an inclusive pedagogy which was helpful not only for students with a disability but for all students.

**William (2017)** conducted a cross-sectional study about the pre-service teachers' views on Inclusive Education. The study was conducted on 501 pre-service teachers from three public colleges in Ghana. It mainly aimed at investigating the belief and attitudes of pre-service teachers towards the education of children with disabilities. The findings revealed that the teachers had fair knowledge about inclusive education and belief that it was a result of biological and environmental factors. It was also found that the pre-service teachers possess a positive attitude towards Inclusive Education but they lack acquiring skills for dealing with an inclusive classroom.

**Deku and Vanderpuye (2017)** conducted a study on the perception of teachers towards Inclusive Education in Ghana. The study was carried out on 120



teachers of Inclusive schools. To analyse the collected data t-test and chi-square test were employed. The results indicated that teaching experience, curriculum, and physical environment exhibit an influence on Inclusive Education. It was also highlighted that teacher training plays an important role in promoting inclusion in education.

**Uko (2018)** studied the factors that were associated with the negative attitude of teachers towards Inclusive Education of children with hearing impairment. To study the problem the researcher has taken 75 teachers of hearing-impaired children through purposive sampling. The findings revealed that the reason for negative attitude of teachers towards the inclusion of hearing-impaired children was based on teachers' lack of proficiency, lack of teachers' incentives, and degree of the child's hearing loss.

**Ozokcu (2018)** conducted a study on the "Relationship between teacher's attitude and self-efficacy in for Inclusive Education in Turkey". The main objective of the study was to study the relationship between teacher's attitude and their self-efficacy towards Inclusive Education using a survey method. The total sample of the study was 1163 pre-school classrooms. Data were collected using Attitude and Concerns about Inclusive Education scale and the teacher Efficacy for Inclusive Education scale was used. The findings of the study show that the efficacy of the teacher proved a significant predictor in the attitude of the teacher towards Inclusive Education. It also revealed that the collaboration abilities of the teachers are also the strongest predictor of attitudes towards inclusive education.

**Khouri, Lipkaa and Shecter-Lerner (2019)** conducted a study entitled "University faculty perceptions about accommodations for students with learning disabilities". The study aimed at examining the willingness of university faculty members to offer accommodation for students with learning disabilities. A sample of 56 teachers were collected using quantitative and qualitative measures. The findings of the study showed that there is a high willingness to make instructional, examinational, and technological accommodations for students with learning disability. The qualitative results also supported the findings of the quantitative study and shows that the teachers found themselves as an agent of support through personal assistance and modified teaching methods.

**Saloviita (2020)** conducted a study on the attitudes of Teachers towards Inclusive Education among 1,764 Finnish school teachers. This study included

classroom teachers, subject teachers, and special education teachers. The findings indicated that the classroom and subject teachers had a moderately low attitude towards Inclusive Education than the special education teachers. It also showed that the teachers' attitude towards inclusion was not associated with any demographic variable.

**Kayabaşı (2020)** aimed to analyse teachers' opinions on Inclusive Education. Data was collected from 13 teachers using a semi-structured questionnaire. Deviating from the general findings related to attitude towards Inclusive Education the researcher found that teachers were having an idea of Inclusive Education and were dealing with children with disabilities in their classes, it was also found that the teachers were teaching the students by keeping in mind the individual differences of the learners.

**Bruno (2020)** examined teachers' perceptions and attitudes towards Inclusion education. 15 teachers have been interviewed for the study. The results of the study showed that the roles and responsibilities of the teacher of special education needs had an impact on their perception towards Inclusive Education. It was also found that the training could improve the perception of the students towards Inclusive Education.

**Butakor, Ampadu and Suleiman (2020)** examined the attitude of Ghanaian teachers towards Inclusive Education. To contrast, the results have shown that the teachers with more teaching experience yield less positive attitudes towards Inclusive education than their counterparts. Also, male teachers exhibited more negative attitudes than female teachers. It was clear from this that factors like gender and teaching experiences in the teachers who were older and not informed and trained about teaching a diverse classroom tend to yield negative attitudes towards Inclusive Education.

### **2.3.2 Studies conducted in India**

**Sharma, Moore and Sonawane (2009)** conducted a study on "Attitudes and concerns of pre-service teachers regarding the inclusion of students with disabilities into regular schools in Pune, India". This study aimed at understanding the attitude of pre-service teachers towards Inclusive Education and their concerns towards Inclusive Education. They conducted the study on 480 pre-service teachers' trainees in Pune. The findings of this study showed that overall there was a negative attitude among the

pre-service teacher trainees of Pune. It also showed that the concerns of the pre-service teachers were related to various factors such as their contact with persons with disabilities, and available resources. The finding also stated that teachers having higher confidence also expressed more concern regarding the implementation of inclusive practices in their classrooms.

**Balasundaram (2011)** conducted a doctoral dissertation on “Attitude, role performance and problems faced by teachers teaching children with special needs in inclusive schools”. A sample of 620 teachers from 9 blocks was selected using purposive sampling. The findings of the study show that those teachers who had undergone some training in special education had a more favourable attitude as compared to their counterparts. It was also found that the teachers faced inconvenience while dealing with the students who have VI, HI, and MR as they were unable to address their issues.

**Shah, Das, Desai and Tiwari (2013)** conducted a study on “Teachers’ concerns about inclusive education in Ahmedabad, India”. The study was conducted on a sample of 560 teachers working in government schools. The study aimed at investigating the concerns of primary school teachers about the inclusion of students with disabilities. Data had been collected using a Likert-type Scale and a questionnaire. The findings of the study had given rise to the thought of understanding the current status of inclusion in India. It showed that the teachers were more concerned about the infrastructural facilities available at the school and were found to be very less concerned about the social acceptance and development of the children with special needs.

**Bhatnagar and Das (2014)** conducted a study on “Attitudes of secondary school teachers towards inclusive education in New Delhi, India”. This study aimed to investigate the attitude of secondary school teachers towards inclusive education and study the effects of the chosen variables on teachers’ attitudes towards inclusive education. A total number of 740 teachers from private schools in Delhi had been selected as a sample and a two-part questionnaire was used to collect data. The findings of this study revealed that male teachers were more positive about Inclusive Education. In addition, the teachers who had previous exposure with a person with a disability were found to be more positive towards Inclusive Education.

**Nagpal (2015)** conducted a study on “Knowledge, concerns, and attitude of teachers concerning inclusion in relation to their demographic and professional

attributes”. The study revealed that the majority of teachers did not know about the development of Individualized Education Plans and managing behaviour of CWSN students. The findings of the study also pointed out a positive relation between knowledge and self-efficacy towards Inclusive Education.

**Doley (2016)** found that the teachers were having a positive attitude towards Inclusive Education but they were not satisfied with the various facilities available in the school for implementing Inclusive Education. Being hopeful the teachers had also stated that the students with disability can be better in their respective side of creativity, it could be curricular or co-curricular.

**Kumari (2016)** conducted her doctoral study on “teachers’ attitude towards Inclusive Education in relation to their perceived efficacy, stress coping strategies, and level of confidence to teach in inclusive classrooms”. In this descriptive survey research, the researcher had taken a sample of 103 schools from Delhi Region using multi-stage sampling technique finally 1030 teachers have been selected for the final data collection. The instruments used for collecting data were namely SACIES-R, TEIP scale, PST-ICS, and PLC-ICS scale. Data were analysed using SPSS and the findings revealed that 47.36% of the respondents had higher sentiments towards Inclusive Education, and most of the students had neutral attitudes and concerns towards Inclusive Education. It was also found that 77.54% of teachers had average self-efficacy towards teaching in an Inclusive classroom. The findings also reported that average support shown by 75.24%, 67.93%, and 83.36% teachers to problem-solving approach, avoidance approach, and supportive approach of coping with stress respectively, related to the level of confidence in teaching in an Inclusive classroom was found that the teachers have an average level of confidence in it. It was also evident from the results that a higher level of attitude towards Inclusive education positively correlates to a higher level of self-efficacy towards Inclusive education.

**Baro (2017)** carried out a study on “A study on parents’ and teachers’ attitude towards inclusive education of a deprived group of children: with special reference to Baksa district of Assam”. The findings of this study suggested that the parents were seemingly interested in sending the children with special needs to a regular school but they were concerned about the facilities available at the school which was found to be very poor, in terms of infrastructure, teaching practices, and other arrangements.

**Gupta and Tandon (2018)** investigated on “Attitude of teacher trainees towards inclusive education”. This study also aimed at understanding the attitude of

the teacher trainees towards Inclusive Education. 300 samples were collected to gather the findings of the study and the results suggested that the teacher trainees had a positive attitude towards IE. It was also found that the attitudes of the teacher trainees were influenced by their respective background.

**Joshi (2020)** conducted a doctoral dissertation on “A Comparative Study of Attitude of Special School Teachers and Inclusive School Teachers toward Inclusive Education of Students with Visual Impairment”. The findings of the study depicted that teacher of inclusive school showed a higher level of attitude towards inclusive education as compared to the teachers of special school.

## **2.4 Studies Related to Self-efficacy towards Inclusive Education**

### **2.4.1 Studies conducted in Abroad**

**Lancaster and Bain (2010)** conducted a 13-week mandatory undergraduate Inclusive Education course on 36 pre-service elementary education teachers. In this study two types of courses were designed one was embedded design and the other one was applied direct experiences. The findings showed that there were no differences in the type of courses in terms of self-efficacy and attitude towards Inclusive Education. Both courses contributed to developing positive attitudes among the pre-service teachers.

**Hussiena and Al-Qaryouti (2015)** found that male teachers had significantly higher self-efficacy as compared to female teachers in Oman. It was also reported that teachers’ teaching experience and school level also had a significant relationship with their self-efficacy. And it was found that there was a positive correlation between self-efficacy and attitude towards Inclusive Education.

**Wyatt (2015)** conducted a qualitative longitudinal case study on studying the self-efficacy of teachers towards Inclusive Education. The study aimed at understanding the use of qualitative research methods in studying the perceived self-efficacy of the teachers and their practical knowledge and the benefits of this study in the development of teacher education. The findings of the study revealed that using qualitative methods alone for analysing a construct could be difficult and require a rigorous procedure. The findings also showed that there was a lack of congruence in the self-efficacy beliefs and practices of the teachers. It also showed that the findings

of the study contributed to developing a constructivist approach towards teacher education.

**Gordon (2017)** in the study entitled “The effects of teacher self-efficacy with the inclusion of students with autism in general education classrooms” aimed at analysing the effect of teachers’ self-efficacy and its impact on students with autism in general classrooms. For this study, 11 teachers had been interviewed the questions were related to the teacher's beliefs, training, and practices. The findings of the study revealed that there was a positive correlation between teachers’ self-efficacy and knowledge and experience in teaching children with autism. It was also suggested that continuous pre-service and in-service training will help the teachers to be prepared to teach children with autism in the general classroom.

**Wood (2017)** conducted a study on “Secondary Special Educators’ Attitudes and Sense of Self-Efficacy toward Inclusive Education”. The study aimed at examining secondary special education teachers’ attitude and their self-efficacy in teaching children with disability in a general classroom. The findings exhibited that the teachers were having a positive attitude towards the concept of inclusion but their view towards practicing it was not in accordance. They also lack a shared understanding of inclusion as well as their roles and responsibilities.

**Aiello, et al. (2017)** conducted a study on “the perceptions and efficacy towards inclusive practices of teacher trainees”. The objectives of this study were to find out the sentiments, attitudes, concerns, and perceived level of self-efficacy towards Inclusive education. In the findings, it was stated that those teachers having teacher training exhibits a more positive attitude towards Inclusive Education.

**Krisnawati and Nugroho (2019)** conducted an experimental study using a pre-test and post-test design to study the confidence of Autistic children. The findings exhibited that there was a significantly positive result of Inclusive Education among Autistic children. Children studying in Inclusive settings had shown more confidence than the students studying in conventional schools. It was also found that the increase in self-efficacy among autistic students increases their level of performance.

**Scruggs (2018)** in the doctoral study entitled “A comparative analysis of required continuing education in Florida 1108 and teacher self-efficacy for inclusion” aimed at determining the impact of continuing education courses on increasing the self-efficacy of teachers. The findings of this experimental study depict that half of

the teachers did not perceive any benefit from the course and their self-efficacy towards inclusive education did not found to be related to the course.

**Bukvić (2018)** studied teachers' competency for Inclusive Education. The study was developed around the central question - Does a teacher in regular schools possess the required general and specific competencies and knowledge for SEN student teaching? A sample of 86 primary teachers was selected for the study. The findings revealed that 70% of the teachers have very little knowledge about Inclusive education. It was also found that the younger teachers were less competent in dealing with Inclusive classrooms.

**Glackin and Hohenstein (2018)** conducted a study on "Teachers' self-efficacy: progressing qualitative analysis" on 18 secondary school science teachers. The researchers adopted a multiple case study method. The study aimed to analyse the benefits of using the qualitative method to study teachers' self-efficacy and to understand if there was any variation in the quantitative and qualitative data. The findings revealed that all the teachers showed a high score on the perceived self-efficacy scale, but when corroborated with the qualitative analysis, those having high self-efficacy scores in the quantitative scale seem to have moderately low on the qualitative analysis.

**Koh (2018)** carried out a study titled "A strategy to improve pre-service teachers' self-efficacy towards inclusive physical education for students with intellectual disability and autism" on Korean pre-service teachers from six universities in Korea offering adapted physical education teacher education (APETE) programmes. The findings revealed that pre-service teachers could benefit from taking up adaptive physical education courses and campus-based practical on dealing with students with intellectual disabilities and autism. It was also indicated that these courses enhanced the self-efficacy of the pre-service teachers in Korean universities.

**Hellmich, Loper and Gorel (2019)** examined the influence of attitude and self-efficacy on the pedagogical approaches of elementary school educators. The findings of the study revealed that the instructional strategies adopted by primary school teachers in heterogeneous classrooms were significantly influenced by their intentions towards the implementation of Inclusive Education and their attitudes towards Inclusive Education. However, the study did not find any significant impact of collective self-efficacy beliefs or perceptions of school management's expectations

on the teachers' practices. Stated differently, the attitudes of teachers are influenced by their intentions towards the implementation of Inclusive Education.

**Majoko (2019)** examined the efficacy of special education teachers towards Inclusive Education in Zimbabwe. It aimed at examining the teaching competency of Zimbabwean teachers in Inclusive settings. A sample of 24 public primary schools had been selected for this study. Aligning with the previous studies and the findings of this study revealed that teachers' competency in adapting the teaching methods for children with disability was found to be more important for Inclusive Education. The outcome of the study also highlighted that the competency of teachers in screening and assessment and collaboration in teaching for the inclusive classroom is inevitably important for Inclusive Education.

**Ismailos, Gallagher, Bennett and Xiaobin Li (2019)** conducted a study entitled "Pre-service and in-service teachers' attitudes and self-efficacy beliefs with regards to inclusive education" aiming at understanding the attitude and self-efficacy of pre-service and in-service teachers towards Inclusive Education. A sample of 1572 pre-service teachers and 771 in-service teachers had been selected for the study. The findings of the study revealed that female pre-service teachers had more confidence in dealing with the families of students with a disability whereas male pre-service teachers are having higher self-efficacy in managing behaviour. It was also shown that Pre-service teachers, favoured a student-centered classroom and differentiated instruction and they exhibited greater confidence in their ability to engage students with accommodations in comparison to in-service teachers. One limitation of this study was that both the groups were at an initial stage of inclusive practice, hence the data could differ as per experience in further studies.

**Kuyini, Sharma and Desai (2020)** evaluated primary school teachers' self-efficacy, attitude, and concern towards Inclusive Education in Ghana. From the responses given by 134 primary teachers, it was found that teachers in Ghana had high self-efficacy about performing in inclusive classrooms. There was no significant relationship was found with the demographic variables such as age and gender, but the teachers with previous training in special education for children with disability and without training significantly differed.

**Ismailos, et al. (2022)** conducted a study teachers' self-efficacy towards IE on 1572 pre-service teachers and 771 in-service teachers from Ontario, Canada. The findings of this large quantitative study suggested that female pre-service teachers



were found to exhibit confidence in providing collaboration to the students, and male pre-service teachers were found to be more efficacious in managing disruptive behaviour inside the classroom.

#### **2.4.2 Studies conducted in India**

**Lamture and Gathoo (2017)** carried out a study on the self-efficacy of general and resource teachers towards teaching children with disability. It was conducted on 60 general teachers and 60 resource teachers from a mainstream school in Mumbai. The study reported that resource teachers were perceived to have higher self-efficacy in teaching children with disability as compared to general education teachers. The study reported that it could be due to the exposure and training that the resource teachers had in terms of children with disability.

**Mamgain (2017)** in the thesis entitled “In-service School Teachers Attitudes and Self-Efficacy towards Inclusion of Children with Disabilities” aimed to study the level of attitude and self-efficacy of elementary school teachers towards Inclusive Education. The study included a sample of 613 elementary school teachers from Gwalior Madhya Pradesh. The findings of the study revealed that the teachers had a positive attitude towards inclusive education and their self-efficacy in teaching in an inclusive classroom was also very high. It was also found that there was a slightly positive correlation exists between attitude and self-efficacy towards children with disability among the teachers.

**Devi (2019)** conducted a study on “Teaching efficacy knowledge and attitude of pre-service and in-service teachers towards inclusive education”. The study mainly aimed at understanding the attitude and self-efficacy of the pre-service and in-service teachers. Results of the study show that in-service teachers had higher self-efficacy and good knowledge towards Inclusive Education.

**Sarkar and Kundu (2021)** investigated on “Self-Efficacy of Teachers in Managing Inclusive classroom Behavior: An Analysis”. The findings had rightly stated that teachers having high self-efficacy are more aware of implementing positive behavior management strategies in the classroom which consequently results in higher achievement by the students and enhances social inclusion.

## **2.5 Studies Related to Teacher Training and Inclusive Education**

### **2.5.1 Studies conducted in Abroad**

**Lambe (2007)** emphasised in the study that the positive attitude of the pre-service teachers was influenced by their engagement with the students and system and their concern about their capability. It was suggested in the study that there should be school-based experiences for the pre-service teachers on Inclusive Education to prepare them with more sensibility towards inclusion.

**Black-Hawkins, Florin and Rouse (2008)** in the study “Achievement and Inclusion in Schools and Classrooms: Participation and Pedagogy” the aim of this study was to see how individual schools accommodate variations inside the classroom so that all children can achieve success. This study focused on the achievement and inclusive setup of the classrooms and to see whether inclusion has any effects on the achievement of the students. They emphasised that the idea of Participation should be included in the concept of Inclusion as it is more active. For this study, they used a framework of participation as a tool to collect data. The findings of the study showed that there was no negative relationship between the level of inclusion and the level of academic achievement. It was also found that in the schools of London, the aim of equity in achievements was managed. The schools had developed a range of policies best suited to their situation to make inclusion successful. Lastly, this paper also discussed inclusive pedagogy in an inclusive classroom.

**Florain and Rouse (2009)** found that there was a lack of trained teachers for CWSN across UK except for a few major groups like the blind and deaf. As a result, the Scottish government introduced Inclusive Practice Project to develop new approaches to training teachers for Inclusive Education. The aim was to ensure greater understanding and develop strategies to teach children with special needs.

**Hildenbrand (2009)** conducted a doctoral dissertation on “Designing effective experiences for pre-service inclusion teachers for co-teaching: An action research study”. The objective of this research was to gain insight into the requirements and apprehensions of student teachers during their collaborative teaching experience in an inclusive setting. The present investigation involved a sample of eight dual certification student teachers who were observed co-teaching for

an entire semester. The data was analyzed through the theoretical frameworks of Situated Learning Theory and Transformative Learning Theory by the researcher. The study's results indicate that the primary preoccupations of student teachers engaged in co-teaching were centered on the establishment of effective communication channels and the ability to maintain a consistent pace of work. The phenomenon may also engender a heightened sense of self-awareness among student teachers regarding their competencies. The study revealed that the implementation of successful co-teaching strategies is contingent upon the presence of flexibility.

**Florian and Linklater (2010)** in an article entitled “Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all” reflected on pedagogy to teach in an inclusive classroom and promoted to use of the core idea of transformability and the practical pedagogical principles. This approach has contributed a lot to the student’ teachers in dealing with classroom situations.

**Forlin (2010)** examined the development and implementation of quality Inclusive Education in Hong Kong and its implications for teacher education. It is mentioned in the paper that teacher education programmes are the most vital aspect of implementing Inclusive Education in schools.

**Pijl (2010)** carried out a study on preparing teachers for Inclusive Education in Netherlands found that there was a lack of positive attitude among the teachers towards inclusion and they cited that lack of their preparedness influences their attitude. In the Netherlands, there was a shortage of expertise among the teaching staff to interact with pupils who had some kind of disability. This may be another factor contributing to their negative attitude.

**Opertti and Brady (2011)** examined on “Developing inclusive teachers from an inclusive curricular perspective”. The results had pointed out noted aspects for mounting inclusive teachers from the perspective of an Inclusive curriculum. It was suggested in the paper that the inclusive curriculum must consider curricular content, process, and outcome including management and curricular design should be developed keeping in mind equity and quality to suit an inclusive classroom. It was also highlighted that an inclusive curriculum serves the purpose of bringing policy to the classroom level. Therefore, it had to be developed with the highest sincerity and diligence.

**Valliant (2011)** in an article “Preparing Teachers for Inclusive Education in Latin America” found that the status of teachers was not very well in the states. They were not being trained properly and even in the case of the payments they received at a very moderate level. An adequate environment was not provided to the teachers to develop their abilities for inclusive settings even qualified teachers were not prepared to teach in poor school environments and had no experience of doing so during their pre-service teacher education.

**Amr (2011)** in the study “Teacher education for inclusive education in the Arab world: The case of Jordan”. It was discussed in this article that in Jordan the term Inclusive Education did not refer to other children whose exclusion was due to conditions other than having a disability. The results of the study show that in the Arab countries, Inclusive Education was taught only as paper in the teacher training programmes at the pre-service level. In-service teacher training programmes were also very rare in inclusive education. It was also found that at both the pre-service and in-service levels, teacher training programmes pay very limited attention to preparing teachers to work with all students in inclusive settings.

**Forlin and Chambers (2011)** in a study entitled “Teacher preparation for Inclusive Education: increasing knowledge but raising concerns” aimed at analysing the perception and properness of pre-service teachers towards Inclusive education. It was obvious from the findings that knowledge about legislation and policy related to inclusion and increasing levels of confidence among teachers help them in becoming a better inclusive teachers. The findings indicate that teachers' concerns and perceived stress regarding the inclusion of students with disabilities in their classrooms were not mitigated. This highlights the need for teacher education programmes to prioritize the development of curricula that address the limitations of pre-service teachers in effectively teaching in inclusive classrooms.

**Black-Hawkins and Florian (2011)** in a study “Classroom teachers’ craft knowledge of their inclusive practice” examined two schools in Scotland and had given the focus on inclusive practices adopted in these two schools. This study investigated the strategies adopted by teachers to teach in an inclusive classroom. The results of the study stated that inclusive practices in the schools would reveal important insights into what other teachers might do to be more inclusive in practice.

**Ahsan, Sharma, and Deppeler (2012)** investigated on “Exploring Pre-Service Teachers’ Perceived Teaching-Efficacy, Attitudes, and Concerns About

Inclusive Education in Bangladesh” the self-efficacy of teachers has been found to have a significant correlation with various factors, including their duration of training, gender, exposure to individuals with disabilities, familiarity with local laws, and the extent of their training involvement. The findings of the study indicate a significant correlation between teachers' self-efficacy and their attitude towards children with special needs who require care and support.

**Macura-Milovanovic, Pantic and Closs (2012)** conducted a case study in Serbia on the teacher education system and schools' understanding of the concept of Inclusive Education related to teacher education. It was found that there was a lack of coherence in the teacher preparation process between in-service and pre-service teachers and also between other professionals. It was found that Pre-service teacher education institutions focus on imbibing knowledge, rather than on building skills and competencies. The special education papers were also not taught with deliberations and practical knowledge.

**Bentley-Williamsa and Morgan (2013)** investigated the reflexive learning pathways of pre-service teachers to understand their roles as potential inclusive educators. This case study was undertaken to investigate the early childhood and primary teacher education programmes at two prominent regional universities in Australia. The study involved the selection of two cohorts of pre-service teachers, comprising a total of 24 individuals. The results of the study indicate that the subjects encountered difficulties in comprehending their responses to the task of managing the diverse requirements of their pupils. The results of the study indicate that promoting a reflexive approach among the participants was effective in fostering modifications in their perception of diversity and their pedagogical responsibilities.

**Maria (2013)** carried out a study on “Teachers’ perception, knowledge and behaviour in Inclusive Education”. This study aimed at the teachers’ perception and understanding about IE and their practice inside the classroom. 200 participants from 4 major countries of Romania was collected using a self-administered tool. The findings of this study showed that many teachers did not know the correct meaning of various concepts like Inclusive Education, integrated education, and special education. The results also revealed that many of the teachers use a collaborative approach to teaching students. The findings of this study also emphasis that lack of training for the teachers is a major problem in implementing Inclusive Education.

**Gupta and Whitehead (2014)** examined the policies and practices of Inclusion of children with learning disabilities. It was found that SSA had included in its training about specific learning disability and has been training teachers for teaching learners with a specific learning disabilities. It was also stated that there is a lack of awareness among the stakeholders about the SpLD learners.

**Lindsay, Proulx, Scott and Thomson (2014)** conducted a study on teachers' strategies to teach children with an autism spectrum disorder. The results of this study revealed that the teachers believed that to successfully include children with ASD in mainstream classrooms it is important to adopt tailored teaching methods and the availability of the resources was important. It is necessary to build a rapport with parents and students along with providing them, and sensitivity training was also important to teach ASD children.

**Isosomppi and Leivo (2015)** investigated on "Becoming an inclusive teacher at the interface of school and teacher education" in Finland. They had aimed at assessing the pedagogical practices involved in adult education programme that helps teachers in becoming effective inclusive education teacher. It was evident from the results that after the training programme the teachers were more positive towards inclusive education and training.

**Taweekhaisupapong (2015)** conducted a study on teachers' views on teacher training for Inclusive Education. The results of the study indicated that direct experience with children with special needs can be a major influence on the development of a positive mindset of the participating teachers. It was also suggested that more subjects relating to inclusive education should be incorporated into the teacher education curriculum.

**Ngang, Abdullah and N.A.C. (2015)** in the article "Teacher Leadership and Classroom Management Practice on Special Education with Learning Disability" had also rightly mentioned that teachers' leadership is an important factor in bringing sound management of a classroom. The results of their study showed that those teachers having high leadership skills are more effective in managing a classroom of learning disabilities children.

**Harkins and Fletcher (2015)** conducted research on “Survey of Educator Attitude Regarding Inclusive Education within a Southern Arizona School District”. The study aimed to identify educators’ attitudes towards Inclusive Education and to bring forth their recommendations for enhancing Inclusive Education. The researchers collected 432 samples through an online survey and divided them into 11 focus groups. The findings of the study revealed that the educators comparatively had a positive outlook towards Inclusive Education, they on the line of principles support Inclusive in mainstream education but practically the respondents had pointed out several obstacles in implementing Inclusive Education. It was also found that job satisfaction had also influenced the opinion of educators towards Inclusive Education.

**Choi (2016)** in the study titled "Current Status and the Role of Inclusive Education Websites for School Teachers and Parents" revealed that while educators acknowledge the significance and efficacy of inclusive education, their level of teacher efficacy in effectively guiding and leading children with disabilities in practical settings is relatively low. This study identified the absence of disability-specific knowledge and competencies in classroom management techniques, as well as skepticism regarding the educational efficacy of interventions, as significant impediments.

**Hamdan, Anuar and Khan (2016)** aimed to determine the relationship aspect of the challenge, readiness, and role of special education teachers (SET) in implementing common approaches in inclusive classrooms. A sample of 270 respondents was collected purposively for this qualitative study. The findings of the study suggested that co-teaching can prove to help deal with students in an inclusive setting. It could also be beneficial in improving their capacities. It was also found that the teachers could understand the requirements listed in the co-teaching component which could be appreciated and understood. It also suggested that special teachers involved in co-teaching can make the lessons more appropriate for the classroom of children with special needs.

**Linares, Rada and Lopez (2016)** conducted a study on the topic of teacher training for Inclusive Education, and the results indicated that teachers find themselves in a variety of challenging situations and that for them to be able to deal with the students in inclusive classes they need to come out from their isolation.

**Shani and Hebel (2016)** in a study entitled “Educating towards Inclusive Education: Assessing a Teacher-Training Programme for Working with Pupils with Special Educational Needs and Disabilities (SEND) Enrolled in General Education Schools” tried to find out the components of the teacher training programmes that helps a teacher to develop self-efficacy and teaching methods to teach pupils with special educational needs and disability. They conducted a qualitative study by taking 25 graduates. The findings of the study revealed that a great deal of congruence between theory and practice is essential for making teachers teach an inclusive classroom. Practical experience with SEND students might become helpful for teachers to develop self-efficacy for IE classrooms. It also stressed the point that collaboration with parents and their sense of responsibility and personal commitment is important to teach SEND students successfully.

**Zagona, Kurth and MacFarland (2017)** conducted a study entitled “Teachers’ Views of their Preparation for Inclusive Education and Collaboration” aimed at examining the preparation of educators and skills associated with inclusive education and collaboration.

**Cameron (2017)** conducted a study to investigate the correlation between the educational background of teacher education students and their attitudes towards planning and implementing adaptations for children with learning disabilities in inclusive classrooms. The study was titled "Teacher preparation for inclusion in Norway: a study of beliefs, skills, and intended practices." The participants of this study were pre-service teachers enrolled in their second and fourth year of study at a Norwegian university. The study's participants were asked to evaluate their beliefs, skills, and intended practices regarding the process of planning and implementing adaptations. The study findings indicate that there were no statistically significant variations between students in their second and fourth academic years who were enrolled in general education courses. The results of the study indicate that students enrolled in the special education programme demonstrated significantly higher levels of beliefs, skills, and intended practices in comparison to second-year students. However, when compared to other fourth-year students, only beliefs and practices were found to be higher for this particular group. The results of this study indicate that the completion of coursework in the field of special education may lead to favorable changes in attitudes towards the concept of inclusion. The cultivation of teachers' self-efficacy in utilizing said adaptations may prove to be a considerably challenging task.



**Walton and Rusznyak (2017)** in a research study entitled “Choices in the Design of Inclusive Education Courses for Pre-service Teachers: The Case of a South African University” focused on discussing the importance of pre-service inclusive education courses for the development of efficacy and competency among the teachers for teaching in an Inclusive classroom. It was discussed in the paper that pre-service training programmes should lay more emphasis on instructional strategies. Pre-service Inclusive Education courses are an explicit opportunity for pre-service teachers to understand marginalisation and the need for inclusion and build their skills and attitude accordingly. It was suggested that stand-alone courses on Inclusive Education can also be introduced in the programme for giving a broader outlook to the pre-service teachers on inclusion.

**Morian and Carballo (2017)** conducted a study entitled “The impact of a faculty training programme on Inclusive Education and disability”. The objective of this study was to design, implement and evaluate a programme for training faculty members to respond inclusively to the needs of students with disabilities. Mainly they focused on the results of the programme that what the participants learn from the programme. The programme was developed for giving training to the university faculty members and samples of 20 participants were taken as a sample for the study. Both online and face-to-face mode of teaching was used to provide the training. The result of the study showed that the students were now well-informed and well-trained about dealing with an inclusive classroom. The participants responded that they were now more capable of dealing with the students with disability in the classroom as the training programme had empowered them to deal with it.

**Mag, Sinfield, and Burns (2017)** conducted a study on “The benefits of Inclusive Education: new challenges for university teachers”. The findings of the study reported that teacher training must prepare the environments to create the professionals to work in Inclusive Education. It was also stated that the children must be respected in the classrooms and outer environments by the teachers' parents and others professionals. It was also found that quality teaching had a great impact on students' learning.

**Luque, et al. (2018)** conducted in a research article titled “On the inclusion of learners with visual impairment in computing education programmes in Brazil: practices of educators and perceptions of visually impaired learners” delves into the practices of educators and the perceptions of visually impaired learners in computing

education programmes in Brazil. The aim of this investigation was to examine the attitudes and practices of both students and educators in relation to the integration of visually impaired learners in classroom settings. The findings of the study indicate that educators face restricted availability of information pertaining to the integration of visually impaired students in classroom settings, leading to a sense of unpreparedness among them. Conversely, individuals with visual impairments perceive a lack of inclusivity in computer education initiatives.

**Stitis, et al. (2018)** carried out an investigation on the topic of "Pre-service Teacher Perceptions of Preparedness to Teach in Inclusive Settings as an Indicator of Teacher Preparation Programme Effectiveness". The study aimed to investigate the teacher preparation programme at different levels and determine whether there exists a significant difference in the perceived level of preparedness of pre-service teachers to function effectively in an inclusive educational environment. The aim of this study is to investigate the perceived level of preparedness of special education teachers to instruct in general education settings, as well as the perceived level of preparedness of general education teachers to instruct in special education settings. The objective of this study is to investigate the efficacy of preparation programmes in enhancing the levels of self-efficacy among pre-service teachers with respect to inclusion. The present study employed a mixed-methods approach and triangulation to collect data. The study's results indicate that a comprehensive pre-service programme can enhance teachers' self-efficacy through rigorous preparation. Based on the findings, it was determined that educators specializing in Early Childhood Education (ECE) and Early Childhood Special Education (ECSE) exhibited the most substantial degree of readiness. The findings of the study indicate that a significant proportion of pre-service teachers lack a comprehensive comprehension of the concept of Inclusive Education.

**Pang (2018)** conducted a study on "Passion and vision for inclusion A case study of China's rural pre-service teachers' training program". The study was conducted on 5 pre-service teachers and the results stated that the pre-service teachers were not confident throughout their preparation that it could prepare them for an inclusive classroom. It was also stated that there was a lack of inclusive classrooms for the pre-service teachers to practice their teaching which also develops a negative attitude towards the subject.

**Elison-change (2018)** in the doctoral dissertation “Success for all through supporting inclusive education: A mixed method research study” intended at studying the impact of professional training of secondary school teachers on inclusive education legalities and teaching methods. For this, the researcher followed a mixed-method research design to get in-depth information about the topic. The findings suggested that the training had a positive impact on the professionals in developing a legal understanding of Inclusive Education and making them more inclined towards an Inclusive Education system. The discussions also indicated a lack of knowledge among the teachers about teaching in Inclusive education.

**Cate, Markova, Krischler and Krolak-Schwerdt (2018)** conducted a research entitled ‘Promoting Inclusive Education: The Role of Teachers’ Competence and Attitudes’. It was evident from the findings that teachers’ competence and attitudes affect the extent to which teachers are willing and able to implement the inclusive practice. Higher levels of teachers’ competence are generally associated with more positive attitudes.

**Gilligan (2019)** conducted a doctoral dissertation entitled “An Investigation of Pre-service Teachers’ Attitudes towards Inclusive Education” aimed at studying the impact of the curriculum of teacher preparation programme on the attitude and intellectual growth of pre-service teachers towards inclusive education. The results of the study showed that the training programme had changed the idealistic view of the pre-service teachers towards Inclusive Education. It suggested that the coursework should be more tied to the practice of dealing with children with special needs.

**Parey (2019)** conducted a study on “Understanding teachers’ attitudes towards the inclusion of children with disabilities in inclusive schools using mixed methods: The case of Trinidad”. This study aimed at studying the attitude, concern, perceived self-efficacy, and factors associated with the variables of self-efficacy of primary and secondary school teachers. The researcher selected 28 secondary schools and 56 primary schools as a sample for the study. The findings of the study revealed that the teachers believed that inclusion depends on the severity of the disability. It was found that primary teachers were more favourable for inclusion than secondary school teachers. The teachers had also shared that many times students go through without any proper evaluation because the assessment process was very long and difficult.

**Siddik and Kawai (2020)** examined the teacher training programme on Inclusive Education in Bangladesh. The study reported that there was a need to develop a long-term pre-service teacher training programme on Inclusive Education for the teachers in Bangladesh in order to provide all the necessary skills needed for an inclusive teaching environment.

**Rabinowitz (2021)** conducted a study entitled “Perspectives of in-service educators prepared in inclusive Teacher Education Programs on enactments of Inclusion” to investigate the beliefs and actions and commitments of in-service teachers who have attended an inclusive pre-service teacher training programme and what problems they face while enacting inclusion in the classroom and meet the regular demands of inclusion? Using a qualitative study and conducting a semi-structured interview of 4 teachers who had attended a pre-service teacher education programme in Inclusive Education and had a clear understanding of Inclusion. All the participants belonged to New York City public schools. With the in-depth interviews with the respondents, the findings of the study suggest that the knowledge of curriculum planning and working with co-groups have significantly supported the in-service teachers in redesigning their curriculum and adopting methods as per needs, it also suggested that taking assistance from the same thought process people have also contributed a lot in removing a lot of barriers in taking an inclusive classroom, it was also noted that having attended a pre-service inclusive teacher education programme have helped in knowledge and skill building of the teachers and have prepared them for the classroom challenges.

**Resch and Schrittester (2023)** conducted a study entitled “Using the Service-Learning approach to bridge the gap between theory and practice in teacher education” emphasised on the importance of service-learning for the inclusive classroom settings to provide the real life inclusive classroom based experience to the pre-service learners that they may encounter in the schools.

### **2.5.2 Studies conducted in India**

**Bindal and Sharma (2010)** emphasised on the importance of Inclusive teacher training for creating an inclusive classroom in schools. They have suggested that teachers need to possess competencies to implement inclusive strategies in the classrooms.

**Jamwal (2013)** in an article has highlighted the importance of teacher training institutes in the 21<sup>st</sup> century. It was pointed out that the preparation of teachers and their training programme should enable them to develop and use all the latest technology and innovative skills in the classroom.

**Das, Kuyini and Desai (2013)** examined the skills of primary and secondary school teachers in Delhi towards Inclusive Education. The study was conducted on 223 primary and 130 secondary school teachers using a questionnaire. Collected data was analyzed using descriptive statistics and t-tests. The results of the study reported that seventy percent of the regular school teachers had not received any training in special education and they do not have any experience teaching students with disabilities. Further, majority of the teachers did not have access to support services in their classrooms. Teachers were also having low perceived competency in working with students with special needs.

**Kathirvelu (2014)** conducted a study on the “Teacher’s perception towards Inclusive education (Sarva Siksha Abhiyan) in Cuddalore District” which aimed at studying the role of teachers in Inclusive Education and their mental health and attitude towards Inclusive Education. It also aimed at analysing the facilities attained by CWSN in classrooms. By using stratified disproportionate sampling a sample of 410 teachers was taken as a sample for the study. The findings of the study showed that the majority of the teachers had a low-level attitude towards Inclusive Education. Their attitude towards the teaching profession was also very low. The findings also show that Teacher’s developments have to be the heart of initiatives for developing inclusive practices in schools.

**Gupta (2014)** investigated on the professional development of teacher educators. In this article, it was stated that teacher educators need to develop competencies in areas such as content, pedagogical, organizational, and communicative skills. Teacher educators as per the need of the teacher education programme required to meet the standards of national and state-level policy recommendations.

**Yadav, Das, Sharma and Tiwari (2015)** examined teachers' concerns about Inclusive Education. They have conducted a study on 175 elementary teachers in Gurgaon, Haryana, India. The findings of the study showed that the teachers were

more concerned about the academic achievement of the students. Whereas, overall concern towards inclusive education was found to be comparatively low among the teachers.

**Pingle and Garg (2015)** conducted a study on the “Effect of Inclusive Education Awareness Programme on Pre-service Teachers”. The objective of this study was to study the effect of an inclusive education awareness programme, developed to create awareness among pre-service teachers. In this experimental study, researchers have taken 77 pre-service teachers as a sample and have conducted a quasi-experimental study, and analyzed the data by using both inferential and descriptive statistics. The finding of this study showed that Pre-service teachers from the experimental group have gained awareness about inclusive education to a moderate extent. No significant interactive effects of the variables were found.

**Kaushik, (2016)** in a research paper entitled “Capacity Building of Teachers for Inclusive Education” discussed the various components of capacity building of teachers in an inclusive setting. These components were, increasing awareness and changing the attitudes of the teachers; creating future-trained professionals through pre-service training, and building on existing human resources. Later in her paper, it was also discussed the various assistive technology and teacher preparation models for inclusive settings. Teachers must be committed and well-equipped to explore various methods to teach in an inclusive classroom.

**Bansal (2016)** conducted a study entitled “Teacher Education Programmes Preparing Teachers for Inclusive classrooms: A North India Context” aimed to study the extent to which teacher education programme prepares their teacher education candidates to identify the specific needs of each learner. The findings of this study revealed that there was no in-service programme for teacher educators to teach inclusive education. It was also stated that in most of the universities, the paper Inclusive Education was taught after the internship programme and it is of only 50 marks for a maximum of 1-2 credits.

**Sarao (2016)** in the paper “Obstacles and Challenges in Inclusive Education in India with Special Reference to Teacher Preparation” stated that The implementation of inclusive education in India is being impeded by a number of factors, including insufficiently trained teachers, inadequate curriculum and resources,

suboptimal infrastructural facilities, limited awareness, negative attitudes, and inadequate plans and policies. Apart from these one of the serious problem were preparing good, effective, and competent teacher who can lead and practice inclusive adequately.

**Bharti and Saha (2016)** in the study “Creating Data-Based Training Needs Profile of Primary Schools in Inclusive Education” Using a data-driven methodology, the purpose of the research was to develop a profile of the training requirements of primary schools in the field of Inclusive Education. The sample consisted of 53 instructors and three educational administrators from normal elementary schools. The data was acquired using researcher-developed questionnaires, a semi-structured interview schedule, and a culturally valid version of Booth and Ainscow's Index for Inclusion (2002). The outcomes of the research indicate that instructors who have had previous exposure to inclusive education have a general understanding of inclusive education settings, but those who have not have negative opinions about it. In addition, it was discovered that teachers expected to learn how to make students autonomous, inclusive pedagogy, learning needs identification, teaching slow learners, handling poor handwriting, and a pace of learning suitable for all students.

**Singh (2016)** in the paper “Dilemma and Challenges of Early Education Inclusion in Schools of Lucknow, Uttar Pradesh, India” rightly mentioned that lack of teachers training was a major problem in the successful implementation of Inclusive education. The findings indicated that teachers generally tend to dismiss inclusion on account of inadequate and improper training. A teacher from an SSA school stated that it was difficult to teach children with disabilities in regular classrooms without any kind of specialized training. This study has also stressed developing practical skills among teachers to deal with an inclusive environment and assessing their attitude towards inclusion. Funds and resources can improve physical access in schools to an extent but social participation needs positive attitudes and commitment.

**Kaushik (2016)** in the paper titled “Are the pre-service teacher training degree courses preparing teachers for addressing the needs of inclusive classrooms?” has also discussed the preparedness of pre-service teachers for Inclusive schools. The findings of this study stated that there was a lack of mention of the ‘Inclusive Education’ term in the objectives of the papers which leads to a lack of concerns given by teachers and students. It was found that very few B. Ed colleges had emphasized the linkage

between theory and practice and less importance on Inclusive Education practical. It was also found that in the case of Inclusion, gender concerns were always ignored and very few pre-service teacher programmes paid attention to it.

**Gupta (2016)** in the article “Preparing Teachers for Inclusive Education” duly stated that creating inclusive cultures, producing inclusive policies and evolving inclusive practices in schools will help the teachers in preparing for an inclusive classroom. Teachers can conduct collaboration with parents and other Specialists to carry out the teaching in the classroom more smoothly.

**Valvi (2016)** carried out a research on pre-service teachers' attitudes, self-efficacy, and skills regarding inclusive education. The study's primary goal was to examine inclusive education-related content in teacher education curricula. 2. To evaluate the attitude, self-efficacy, and abilities of pre-service teachers toward inclusive education. 3. To create a curricular framework for inclusive education in teacher education and create a pre-service teacher curriculum. 4. To compare the impact of the taught curriculum on attitude, self-efficacy, and skills in the isolated, infused, and isolated without training modes. As the goals of the research, the author used a variety of methods, including experimental, survey, document analysis, and product creation. The sample for this research was gathered through both incidental and purposeful sampling. In this study, three implementation strategies for the curriculum at pre-service teacher education institutions were designed, and a quasi-experimental study was done on them. The study's findings demonstrate that giving pre-service teachers with either an isolated syllabus with training and teaching learning materials or an isolated syllabus without training and teaching learning materials enhanced their self-efficacy. The implementation of the infused curriculum, however, had little effect on self-efficacy, despite the fact that training and teaching aids were offered. The results of this research indicated that poor administration, infrastructure, and teacher training are further barriers to include kids with disabilities in the classroom.

**Subhramaniyam (2017)** in a research work “In-Service Raining Programme about Children with Special Education Needs and Inclusive Education for General Education Teachers” aimed to develop an in-service training programme for the general education teachers and to enhance their knowledge through the same. The researcher also aimed at studying the various demographic variables related to it. For



this experimental study the researcher had taken a sample of 149 teachers and data was collected through pre-test and post-test. The findings of the study showed that the knowledge, attitude, and concerns towards CWSN are related to the knowledge, attitude, and concerns towards Inclusive Education. It also revealed the success of the developed training programme. The study suggests that a comprehensive review and modification of teacher training programmes is necessary to incorporate contemporary policies and programmes for Children with Special Education Needs. The inclusion of practical aspects of disability and rehabilitation, in addition to theoretical knowledge, is recommended to enhance the efficacy of the training programmes. It is recommended that teacher training programmes mandate internship programmes in Inclusive Education classes to provide aspiring educators with practical experience prior to seeking employment.

**Babla (2017)** conducted a study on “Inclusive Education at Elementary School stage in Arunachal Pradesh: A critical Study”. This study aimed at investigating the status of Inclusive Education at the elementary schools of Arunachal Pradesh with respect to physical access, the influence of sex, educational qualification, social and quality access, and also the attitude of teachers and parents towards inclusive education and its problems. The total sample of the study was comprised of 2014 students, teachers, and parents collected by using simple random sampling. The findings of the study exhibited that access to schools for children was very difficult, there was no discrimination at the time of admission but the lack of teachers at schools increases the difficulty for inclusive settings at schools. Even though, the students had shown good results as compared with their general students. The problems of Inclusive education at the elementary level were also being brought out through this study.

**Fernandez (2017)** in a research paper entitled “Attitudes toward Inclusive Education and Practical Consequences in Final Year Students of Education Degrees” stated that merely having a positive attitude towards Inclusive Education will not serve the purpose of a successful inclusive education system that it is important to have right resources, proper training is also very much of importance.

**Kumar (2018)** conducted doctoral research on “Mainstreaming differently able children through inclusive education”. In this study, it aimed at (1) to study the difficulties faced by differently able children in mainstreaming, (2) to study the perception of the various stakeholders, (3) to compare the perception of various

stakeholders, (4) to study the implementation of IEDSS and (5) to suggest necessary modifications for improving mainstreaming. In this study, the investigator used the descriptive survey method and a sample of 730 including peers, parents, teachers, resource teachers, PTA members, and school heads had been collected through Purposive random sampling. The findings of the study revealed that differently able children face certain difficulties like coping with the curriculum in the classroom and the majority of the students did not attend the classes regularly. It was also found that the perceptions of the stakeholder varied depending on their experiences. The implementation of IEDSS was also not satisfactory as required for the differently able child.

## **2.6 Critical review of the Related Literature**

The above reviews related to Inclusive Education covered various themes related to the study. With the help of these reviews, the researcher developed an in-depth understanding of the topic and the allied areas on which studies have been conducted in different parts of the world. It has also helped the researcher in understanding and developing the research questions, selecting appropriate methodology, understanding the analysis techniques, and finalising the report. Studies reviewed for this study have used various methods of data collection and data analysis. Most of the studies in the recent years have used a quantitative approach (Kuyini, Desai & Sharma, 2020; Kabyasi, 2020; Saloviita, 2020) to study Inclusive Education. The review categories under various themes have given an overall understanding of Inclusion. Firstly, Reviews related to the theme “Inclusive Education” gave an overall understanding of the topic. It presented a comprehensive overview of the development of the concept of Inclusive Education over the years, perspective regarding the concept of inclusion from various parts of the world, implementation of Inclusive Education in different countries and its nature, and various programmes developed for adequate implementation of Inclusive Education. The reviews have also highlighted the correlation of disability and education; how disability negatively affects the education of a student has been brought out through the previous studies.

Secondly, reviews related to “Curriculum Analysis” presented a detailed understanding of studies related to recommendations on curriculum development for Inclusive Education. It reveals the views of teachers on incorporating inclusion in the

curriculum and other various issues related to curriculum for an Inclusive classroom. Thirdly, reviews related to “Perception towards Inclusive Education” dealt with the perception and attitude of teachers, pre-service and in-service teachers, students, and perception of administrators towards Inclusive Education. Fourthly, reviews related to “Self-efficacy towards Inclusive Education” also exhibited the wide importance of self-efficacy in the implementation of Inclusive Education. Moreover, the reviews related to “Teachers training and Inclusive Education” offered an understanding of the status of teacher training programmes and preparations of teachers for an Inclusive classroom (Rabinowitz, 2021; Resch & Schritteser, 2023). These reviews have revealed the problems related to preparing teachers for Inclusive Education. It was found that most of the studies regarding preparing teachers for Inclusive Education have been conducted at the International front and some at the national level as well. But there was a lacuna found in studies related to preparing teachers for Inclusive Education in Assam particularly.

It was vigilant from the reviews that numerous studies have addressed Inclusive Education and various factors related to Inclusive Education and teacher preparation. But, a comprehensive study regarding the training of teachers including curriculum, facilities at the level of institute especially at the teacher education institution, and perception and self-efficacy of the student teachers and teacher educators could not be found. Therefore, with this present study, the researcher aimed at studying the teacher preparation programme at the elementary level from an Inclusive Education perspective in a very detailed manner. This is to find out the best possible ways through conducting this empirical research for incorporating inclusiveness in the teacher training programmes at the elementary level and prepare adequately trained teachers through hands and hearts for serving in an Inclusive environment.