

**AWARENESS AND ATTITUDE TOWARDS INCLUSIVE
EDUCATION OF PROSPECTIVE TEACHERS**

*Dissertation Submitted to the Tamil Nadu Teachers Education University, Chennai
in partial fulfilment of the requirements for the degree of*

MASTER OF EDUCATION

By

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DECLARATION

I do hereby declare that the dissertation entitled “*Awareness and Attitude Towards Inclusive Education of Prospective Teachers*” submitted by me for the degree of Master of Education is the result of my original and independent research work carried out under the guidance of Mr. P.S. Prasad, Assistant Professor in Education, N.V.K.S.D. College of Education, Attoor and it has not been submitted elsewhere for the award of any degree, diploma and fellowship of any other university or institution.

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CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

Education is the backbone of society. Education helps individuals to become aware of themselves and their environment. Education helps to know ourselves and to develop qualities like truth, charity, righteousness, honesty, sacrifice, tolerance, punctuality, loyalty and faithfulness.

Education may be defined a purposive, conscious or unconscious psychological, sociological, scientific and philosophical process which brings about the development of an individual to the fullest extent and also the maximum development of society according to his needs and demands of society.

Education is the heart of all development. Education is a process in which and by which knowledge, character and behaviour of the young are shaped and moulded. Education is regarded as the potential instrument of national development Education basically deals with the improvement of human resources. It is through education that a nation transmits its heritage, recreates its culture, strengthens its economy and conserves its values. It is the means of promoting “individual excellence”

SPECIAL EDUCATION

Special Education means specially designed instruction which meets the educational and related needs of an exceptional child. It is distinguished from regular educational programme. It is something special materials, special training techniques, special equipment and special help and special facilities.

The term “Special Education” includes all aspects of regular education which are applied to exceptional children – physical, mental, disabled disadvantaged and gifted.

Special Education involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners to become self-sufficient and success in school and community. Which would be other awareness inaccessible by to a typical classroom education. Common special needs include learning differences, communication challenges, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of disabilities are likely to benefit from additional educational services or different approaches of teaching. The term “Special Education” is generally used specifically to indicate instruction for students whose special needs reduce their ability to learn independently or in a classroom.

SPECIAL EDUCATION SCHOOLS

In some developed countries like USA and UK these types of school are mostly residential. But in a developing country like India, residential schools are very rare and no care is being taken to provide certain facilities to these types of children in some metropolitan cities.

MEANING OF INTEGRATION

The term “integration” means

- ❖ Providing special services within the regular schools

- ❖ Supporting regular teachers and administrators
- ❖ Taking parents concern seriously
- ❖ Students with disabilities follow the same schedule as non-disabled students.
- ❖ Involving disabled students in all classes and extra curricular activities as possible including music, art, field trips, assemblies and exercise.

The national policy on Education (1986) has given priority on an equity basis in the field of Education and recommends to provide equal opportunity to all, not only for access but also for success. “Equalization of Educational opportunity” induces the opening of schools within valuing distance, providing community schools, reducing the dropout rate and increasing the retention. Non-Formal education centers with and various ancillary service has to be made available for non attending children to their schooling facilitate.

The very term integration signifies the process of interaction of disabled children and normal children in the same educational setting. Of course, there are two separate term which are very often synonymously used with integration.

INCLUSION

Staub and peck (1995) have defined inclusion as “the time placement of children with mild, moderate and severe disabilities in the regular classrooms “This definition assumes that a regular class room placement is a relevant option for all children, regardless of the degree of severity of their disabilities. Inclusion of the children with low vision, visual impairment, hard of hearing hearing impairment, locomotors disability, mild mentally retarded is highly desirable for fulfilling a long waited obligation of our constitution that is providing equal educational opportunities to all the children.

NEED AND SIGNIFICANCE OF THE STUDY

The purpose of education is to ensure that all students gain access to knowledge, skills and information that will prepare them to contribute a lot to the society. The central purpose become more challenging as schools have to accommodate students with increasingly diverse backgrounds and abilities. As we strive to meet these challenges the involvement and cooperation of educators, parents and community leaders is vital for the creation of better and more inclusive schools.

Inclusion enhances learning for students both with and without special needs. Inclusive education is a better source as it give opportunities to students with physical, mental and social disabilities, as well as talented students to receive quality education that is suitable to their needs in the regular schools itself.

Inclusive education is a chance for the teachers to work with targeting collaboration and problem solving, problem solving to teaching strategies that benefit all learners.

The attitude of teachers towards inclusive education will vary if they are aware of inclusive education. The present study analyses the awareness of inclusive education among perspective teachers.

Government of India has launched “Sarva shiksha Abhiyan” an ambitious programme seeking education for all by 2010, SSA ensure that every child with special needs irrespective of the kind, category and degree of their normality or exceptionality is provided education in a appropriate environment.

Philosophy behind inclusive education is to Promote opportunities for all children to participate, learn and have equal treatment, irrespective of their mental or physical activities.

Awareness on inclusive education in schools throughout the country is still at a infancy stage, educational institutions are somewhat sceptical about having both normal and special children studying in the same class room.

- Anusha Balasubramoni

According to Dr.Mithu Alur, founder of the spastic society of India and co ordinator at the National Resource centre for Inclusion “Children need to be with other children. Sending term to a school for disabled will not help”.

Teachers have important role in imparting inclusive education. Today prospective teachers are tomorrows teacher it is necessary to know their awareness

and attitude towards inclusive education, hence the present study had been under taken.

STATEMENT OF THE PROBLEM

The purpose of the study was to examine the prospective teachers Awareness and attitude towards inclusive Education and its entitled as **“AWARENESS AND ATTITUDE TOWARDS INCLUSIVE EDUCATION OF PROSPECTIVE TEACHERS IN KANYAKUMARI DISTRICT.**

OPERATIONAL DEFINITION OF TERMS

AWARENESS

Awareness is used in the sense that one should be conscious about a particular thing or anything

By the term “Awareness” investigator means awareness about Inclusive Education.

ATTITUDE

Attitude is defined as a dispositional readiness to certain situations, persons, objects or ideas in a consistent manner.

By the term “Attitude” investigator means “Attitude” towards Inclusive Education.

INCLUSIVE EDUCATION

Inclusive education are specially about including people with disabilities in mainstream education, where as some are broader and include a wide range of people who are excluded from education.

PROSPECTIVE TEACHERS

By the term “prospective teachers” the investigator means the student teachers who are studying in colleges of education in the process of obtaining bachelor’s degree for qualifying themselves to teach in secondary and higher secondary schools.

OBJECTIVES OF THE STUDY

1. To construct and validate a test for measuring the inclusive education awareness of prospective teachers.
2. To study the inclusive education awareness of prospective teachers.
3. To study the level of attitude of prospective teachers towards inclusive education
4. To compare the mean scores of inclusive Education Awareness of prospective teachers with respect to background variable namely gender, locality, marital status religion, community, type of management educational qualification.
5. To compare the mean scores of Attitude towards Inclusive Education of prospective teachers with respect to back ground variables namely, gender, locality, marital status, religion, community, type of Management, Educational qualification.

6. To study whether there is any significant correlation between Inclusive education Awareness and attitude inclusive education toward prospective teachers.

HYPOTHESES

- There is no significant difference in the mean scores of inclusive education awareness of male and female prospective teachers.
- There is no significant difference in the means scores of inclusive education awareness of rural and Urban prospective teachers.
- There is no significant difference in the mean scores of Inclusive education awareness among Hindu, Christian and Muslim Prospective teachers.
- There is no significant difference in the mean scores of Inclusive education awareness of prospective teacher based on community.
- There is no significant difference in the mean scores if inclusive education awareness of prospective teachers based on Marital status.
- There is no significant difference in the mean scores of Inclusive Education awareness of prospective teachers based on educational qualification.
- There is no significant difference in the mean scores of attitude towards inclusive education of male and female prospective teachers.
- There is no significant difference in the mean scores of attitude towards inclusive education of rural and urban prospective teachers.
- There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on type of management.

- There is no significant difference in the mean scores of attitude towards inclusive education among Hindu Christian and Muslim prospective teachers.
- There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on community.
- There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on Marital Status.
- There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on educational qualification.
- There is no significant correlation between awareness and attitude towards inclusive education of prospective teachers for the total sample & Sub sample.

METHOD OF THE STUDY IN BRIEF

The method used in the study is normative survey method.

(a) TOOLS

- ❖ Inclusive Education Awareness test prepared and validated by the investigator.
- ❖ Attitude scale on Inclusive Education [Developed by A. Bency and Mr. P.s. Prasad, 2010]
- ❖ General data sheet.

(c) Sample

The study is conducted on a sample of 400 prospective teachers studying in various colleges of Education in Kanyakumari District, Tamil Nadu, India.

STATISTICAL TECHNIQUES USED

Statistical Techniques used for the present study are.

- Percentage
- Arithmetic Mean
- Standard deviation
- t-test
- F-test (ANOVA) and
- Correlation co-efficient

DELIMITATION OF THE STUDY

- ❖ Due to the shortage of time for the study the investigator has taken only 400 students as sample for the present study
- ❖ The study has been delimited to the college of education in Kanyakumari district only.

ORGANIZATION OF REPORT

- Chapter –I - Deals with need and significance of the study, statement of the problem, definition of term, objectives of the study, Hypotheses, Methodology in brief and limitations.
- Chapter –II - Deals with Review of related literature and related studies
- Chapter – III - Deals with methodology of the present investigation, test development, plan and procedure
- Chapter – IV - Deals with analysis and interpretation of the collected data.
- Chapter –V - Deals with the study in reference, major findings, Suggestions for improvement, suggestions for further research and conclusions and appendices.

CHAPTER - II

RELIVEW OF RELATED LITERATURE

INTRODUCTION

The review of related literature gives deep knowledge about the topic under study. It helps us to demonstrate the relationship between the completed researches and the present study. Review of the related literature besides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. The survey of related studies implies location studying and evaluating reports of relevant researches study of published articles, going through related portions of encyclopedias and research abstracts.

Lehman says the review of literature is a very significant aspect of the research process It helps the research by giving him some information about status of knowledge in the area he intends to study. It should provide the research with ideas of

the type of study or the type of design that he may eventually use in conducting his research.

According to Mouly “The survey of the literature is a crucial aspect of the literature is of the planning of the study and invariably in a wise investment”.

NEED FOR REVIEW

- ❖ The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem.
- ❖ It provides ideas, theories, explanations, hypothesis or methods of research valuable in formulating and studying the problem.
- ❖ By reviewing the related literature, the research can avoid unintentional duplication of well established finding. It is no use to replicate a study when the reliability and validity of its results have been clearly established.
- ❖ It prevents pointless repetition of research.
- ❖ The review of related literature gives the researches an understanding of the research methodology which refers to the way the study is to be conducted. It gives idea about the tools and instrument to be used.
- ❖ It enables him to know the means getting to the frontiers in the filed of research.
- ❖ To final and important specific reason for reviewing the related literature to know about the recommendations of previous researcher listed in their studies for further research

SECTION –A

THEORETICAL OVERVIEW

INCULSIVE EDUCATION – A NEW CONCEPT IN EDUCATION

THE PHILOSOPHY

The concept of inclusive education is a worldwide human rights phenomenon that argues for including children with disabilities, including learning disabilities in to regular classrooms within the area of education, inclusive education means a philosophy of education that promotes the education of all pupils in regular schools.

THE PRINCIPLES OF THIS PHILOSOPHY INCLUDE

- ❖ All children have the right to learn and play together
- ❖ Children should not be devalued or discriminated against by being excluded or sent away because of their disability.
- ❖ There are no legitimate reasons to separate children for the duration of their schooling. They belong together rather than need to be protected from one another.

DEFINING INCLUSIVE EDUCATION DEFINITION

Inclusion is the “move two extending the scope of ordinary school so they can include a greater diversity of children” (Clark et. al., 1995).

Inclusion describes the “process by which a school attempts to response to all pupils as individuals by reconsidering its curricular organization and provisions: (sebba. 1996).

Thus, inclusion requires the restructuring and reorganization of schools and its curriculum in order that the differences between children and recognized and catered to inclusion is not something that can be given to children with disabilities. It is something they have to participate in for it or be real.

MEANING OF INCLUSIVE EDUCATION

It is an educational programme to increase the participation of children with special needs in the local mainstream schools. Inclusive education stand for the improvement of main stream schools in all dimensions to address the educational needs of all children irrespective to gender caste, religion, disability. Because of large number of children with special needs in our country Inclusive education is the right way to provide educational services to an increased population of exceptional children.

Acceptability – Quality of education acceptability meeting education needs.

- ❖ Obligation to set minimum standards for education, including to contents in text books and Curriculum, methods of teaching, schools discipline health and safety and professional requirements for teachers.
- ❖ Obligation to improve the quality of education by ensuring that the entire education system conforms to all human rights.
- ❖ Adaptability – ability to adapt to relevance and needs for child.
- ❖ Obligation to design and implement education for children excluded from formal schooling (e.g. refugees or internally disabled children, street or working children)
- ❖ Obligation to adapt education to the best interests of each child, especially regarding children with special needs, or minority and indigenous children.

- ❖ Obligation to apply indivisibility of human rights as guidance so as to enhance all human rights through education.

Accountability – Responsibility of each individuals with and without disability.

CONCEPT OF INCLUSIVE EDUCATION

Inclusion is a concept that see children with disabilities as full time participants in and as members of their neighborhood schools and communities (Knight, 1999).

Inclusive education, therefore involves all children learning together with their peers in the same environment. Inclusion is a more precise and refined form of mainstreaming and integration. In the process of integration and mainstreaming, it is the child who adapts himself /herself according to the school whereas in the process of inclusion, the school which adapts its policies and facilities according to the needs and requirements of child. Integration is a school centered policy whereas inclusion is a child centered policy. Inclusive education aims to reform school environment rather than characteristics of children. The focus of inclusion is not merely on academic literacy but also on academic literacy but also on emotional and functional literacy for all children.

WHAT IS INCLUSION

Inclusion is the provision of services to students with disabilities in their neighborhood schools with necessary support services and supplementary aids for both children and teachers. It means meeting the needs of children with disabilities for a free and quality public education in the least restrictive and most effective

environment. The goal of inclusion is to prepare students to participate as full and contributing member of the society.

Inclusion does not mean “dumping” Inclusion is basic value that extends to all children. Inclusion gives a message “Everyone belongs to the school everyone is welcome to the school”

A school that promotes inclusive education is called an inclusive school “An inclusive school is a place where everyone belongs, is accepted, supports and” is supported by his or her peers and other members of the school community in the course of having his or her educational needs met” (stain act stain back and Forest, 1989)

Inclusive schooling is the process of carrying out the operation of supportive schools a process of operating a classroom or school as a supportive community where the needs of all members are meet and people support and accept responsibility for each other.

The process of inclusive schooling is the ultimate goals of integration and mainstreaming process. Once inclusive schooling and inclusive schools are achieved, integration and mainstreaming will no longer be necessary since there will no longer be anyone left out to be integrated or mainstreamed into the regular education settings.

Researches in psychology and Education have made great, strides in developing educational provisions that effectively adapt to students differences and help in providing education for all.

- ❖ Teach students that all people are equally valued members of the school and society.
- ❖ Create atmosphere of trust and respect as students learn the differences enrich learning and that all have valuable contributions to make.

GOVERNMENT POLICIES AND PROGRAMS ON INCLUSIVE EDUCATION

Ever since the Indian constitution was adopted in 1950, the focus of educational programs has remained on universalization at elementary education. This also included children with special needs. The Government of India from time to time, through various schemes and programs has been making special efforts in assuring the enrolment of the children and youth with disabilities in the regular school system to the maximum extent possible. The primary objective of these efforts is include the disabled in mainstream schools at all levels as equal partners, to prepare them for natural growth and to enable them to face the realities of life with courage and confidence the central government schools such as Integrated Education for the disabled children (IEDC) District primary education programmes (DPEP) and Sarva Shiksha Abhiyan (SSA) Contain provisions for supporting the education at such children.

(i) INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

Consequent on the success of international experiments in placing children with disabilities in regular schools the planning commission in 1971 included in its plan a programme for integrated education. The Government launched the IEDC

scheme in December 1974. However, educational administrators have been slow in grasping the value of IE.

The aim of IEDC is

- ❖ To provide educational opportunities to CWSN in regular schools
- ❖ To facilitate their retention in the school system and
- ❖ To place children from special schools in common schools.

The scope of the scheme includes pre-school training counseling for the parents, and special training in skills for all kinds of disabilities. The scheme provides facilities in the form of books, stationery, uniforms, and allowances for transport, reader escort

2. PROJECT INTEGRATED EDUCATION FOR THE DISABLED (PIED)

The next step was another experiment on IE in India. There was a shift in strategy, from a school based approach to a compensate Area – Approach and in 1987. The Ministry of Human Resources development along with UNICEF launched another experiment project integrated education for the disabled (PIED). In this approach, a cluster, usually a biased population is taken as the project area. All the schools in the area are expected to enroll children with disabilities. In PIED, there has been a significant increase in the number of not only mildly disabled but also severely disabled children with the number of orthopaedically handicapped children far outstripping other disabled.

3. NPE 1986 (NATIONAL POLICY ON EDUCATION)

The National policy on education (NPE) brought the fundamental issue of equality centre stage. The objective should be to integrate physically and mentally disabled people with the general community as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence.

- ❖ Special schools with hostels will be provided as far as possible at district headquarters, for severely handicapped children.
- ❖ Adequate arrangements will be made to give vocational training to disabled students.
- ❖ Teachers training programmes will be re-oriented, in particular for teacher of primary classes, to deal with the special difficulties of the handicapped children.
- ❖ Voluntary effort for the education of children with disability will be encouraged in every possible manner.

4. DISTRICT PRIMARY EDUCATION PROGRAMMES (D.P.E.P)

The success of P.I.E.D red inclusion of Integrated education of the disabled (I.E.D) under the D.P.E.P This was a scheme launched by the Government et India for the development et elementary education. At present I.E.D (in D.P.E.P) is in existence in 242 districts in 18 states In these states approximately 6.2 laksh children with special needs have been enrolled in regular schools with adequate support services.

5. THE PERSONS WITH DISABILITIES (EQUAL OPPORTUNITIES, PROTECTION OF RIGHTS FULL PARTICIPATION) ACT, 1995.

The persons with disabilities (Equal opportunities protection of Rights 7 full participation act 1995.” Has come into force on February 7, 1997. The act provides

for both preventive and promotional aspects of rehabilitation like education, employment and vocational training, job reservation, research and manpower development unemployment allowance for the disabled special insurance scheme for the disabled employees and establishment of homes for persons with severe disability.

- Ensure that every child with disability has access to free education in an appropriate environment till he attains the age of eighteen years.
- Endeavour to promote the integration of student with disabilities in the normal schools.
- Promote setting up of special schools in government and private sector for those in need of special education, in such a manner that children with disabilities, living in any part of the country have access to such schools
- Endeavour to equip the special schools for children with disabilities with vocational training facilities.

6. NATIONAL TRUST ACT-1999

National trust act 1999 the Indian parliament passed an act entitled “National trust for the welfare of persons with Autism, cerebral palsy, Mental retardation and multiple disability. This act seeks to protect and promote the right of persons who within the disability sector have been even more marginalized than others. Though the National Trust Act of 1999 does not directly deal with the education of children with special needs, one of its thrust areas is to promote programmes, which for inclusion and independence by creating a barrier-free environment developing functional skills the disabled and promoting self-help groups.

7. DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

The success of PIED led to the inclusion of the component of Integrated education the of disabled (IED) in DPEP a scheme launched by the Government et India for the development elementary education.

8. SARVA SHIKSHA ABHIYAN (SSA)

A resent initiative the Government of India to universalize Elementary education is sarvashiksha abhiyan (SSA). S.S.A is a response to the demand for quality has is education all over the country however, VEE cannot be achieved unless children with special need are also provided access to education Hence education of CWSN is an essential part of the SSA frame world. Components of education of CWSN under SSA.

The interventions suggested under SSA for inclusive education of disabled children are as follows.

- ❖ Awareness
- ❖ Necessary infrastructure of planning and management
- ❖ Early detection and identification
- ❖ Functional and formal assessment
- ❖ Educational placement
- ❖ Preparation of Individualized educational plan
- ❖ Aids and appliances
- ❖ Teacher training
- ❖ Resource support
- ❖ Strengthening of special schools
- ❖ Removal of architectural barriers

SECTION - B

RELATED STUDIES

STUDIES IN INDIA

1. Bindu M.P (2013) studied to the awareness of Higher secondary school teachers on Inclusive education. The study was conducted among higher secondary school teachers in kannur district.s Normative survey method was used for the study and data were collected using Inclusive awareness scale developed by the investigator. Result inferred that higher secondary school teachers had low inclusive education awareness.

2. N. Bhatnaga A. Das studied (2013) Attitudes of secondary school teachers towards inclusive education in New Delhi India. This study was undertaken to determine the attitudes of secondary regular school teachers towards the inclusion of students with disabilities in New Delhi a total of 470 teachers, working in schools managed by a private organization in Delhi returned the completed survey. A two-part questionnaire was used in this study part one gathered information relation to personal and professional characteristics of teachers part two was a 16 – item liker scale lilted, Attitudes towards inclusive education scale. The major finding of the study was that the teachers in Delhi had positive attitudes towards the inclusion of students with special needs. The study also indicated that the teachers who were more positive about inclusive education were male, younger teacher (less than 40 years) stage less experienced (less than 10 years) and had postgraduate quantification. In addition, the teachers who had a contact with a person with a disability and those who did not have

a focus on disability During their preservice teacher education programmes were more positive towards inclusive education.

3. M. Karthy Jayakumar (2013). S. Praveen kumar examiner Awareness on learning Disabilities of students among primary school teachers. The study was intended to investigate the awareness of learning disabilities among primary school teachers. The sample for the present study comprised 300 primary school teachers drawn from different schools. The tool used in the present study is the learning disability awareness test (LDAT) prepared by the investigator. The tool consists of three dimensions- dyslexia awareness (awareness regarding reading disabilities), Dysgraphia awareness (awareness regarding writing disabilities) the data were analysed using t-test and ANOVA. The findings of the study revealed that the background variable gender had significant difference with regard to awareness among primary school teachers on learning disabilities, but the background variables such as type of management, location of residence and educational qualification had no significant difference with regard to awareness among primary school teachers on learning disabilities.

4. Kala parasuram (2006) analysed variables that affect teachers attitudes towards disability inclusive education. This study aims to study Attitudes of general educators in the city of Mumbai India towards disabilities and inclusion of students with disabilities in to regular schools were studied through the usage of two attitude scales. The analyses revealed that while some the variable of interest disabilities the only variable that affected teacher's Attitudes inclusion was prior acquaintance with a person with disability.

5. Praisner (2003) surveyed 408 elementary School principals to investigate relations regarding attitude towards inclusion of students with disabilities, variables such as training and experience and placement perceptions. Results showed that principals' attitude toward inclusion were positive while most were uncertain, positive experiences with students with disabilities and exposure to special education concepts were associated with a more positive attitude toward inclusion. And also the principals with more positive attitudes and previous experiences were more likely to place students in less restrictive settings. Differences in placement and experiences were found between disability categories.

6. Dharmaraj (2000) studied primary school teachers' awareness towards learning disabilities in mathematics primary level. The objectives of the study were to develop a rating scale to assess the awareness of primary school teachers on various aspects of learning disabilities in mathematics and to assess the awareness of primary school teachers towards learning disabilities in mathematics. The result of the study showed that teachers with higher educational qualification exhibited better awareness post-graduate teachers possess better awareness than the secondary grade and graduate teachers on different aspects of learning disabilities in mathematics.

7. Kusuma Harinth (2000) studied the awareness of teachers on learning difficulties/ disabilities of children in English. The objectives of the study were to study the awareness of parents and teachers on different aspects of learning difficulties in English. 32 Teachers teaching English subject for the children were selected for data collection. Awareness scale to teachers on learning difficulties/disabilities consisted of 46 students on various aspects of learning difficulties/ disabilities namely-concept of learning difficulties characteristics of

learning difficulties in children, causes of learning difficulties in children out of 46 items. Teachers exhibited high awareness on 17 items which are mostly falling under instruction strategies for learning difficulties in children, moderate awareness and low awareness were exhibited in 16 and 13 items respectively.

8. Sarojini (2000) Conducted a study on the awareness of primary school teachers towards learning disabilities in English at primary stage. The objectives of the study were to develop awareness scale to assess the awareness of primary school teachers towards learning disabilities in English. The result showed that the primary school teachers exhibited low level of awareness and the study revealed the need to generate awareness among primary school teachers toward learning disabilities in English. The personal variables such as year of experience, type of school, locality of school also influenced awareness of primary school teachers towards learning disabilities in English at primary stage.

9. Selvakani (2000) conducted a study on creating awareness on integrated education of the disabled children to the regular teachers. The objectives of the study were to find out the previous knowledge of the regular school teacher about disabled children to prepare instructional materials on various concepts related to the education of disabled children to organize an awareness programme for regular school teacher to develop knowledge about the role of teachers to meet the special needs of the disabled children and to evaluate the imported knowledge gained by regular school teacher. The result revealed that the knowledge about the role of teachers to meet the special needs of the disabled children was improved by organizing awareness programme and the developed awareness programme was found to be effective.

10. Cook and Bryan et al (2000) conducted a study on teachers attitude towards their included students with disabilities seventy general education elementary teachers were sample. Corresponding with the attitude categories at attachment, concern, indifference and rejection analysis indicated that students with disabilities were significantly underrepresented in the attachment category and significantly over represented in the concern and rejection categories.

11. Jena (2000) investigated the priorities of teaching and attitude of special educators towards people with mental handicap qualified special educators (N-26) attending a refresher course, were studied through a presity rating and attitude questionnaire. Most of the special educators indicated intervention as the most preferred area of training in special education. They agreed the people with mental handicap and burden for the family do not contribute to the society but in spite of that, parents are love them. The strongly felt that people with mental handicap should be prevented from having sex and children.

INTERNATIONAL STUDIES

1. Farida et al Alexander Minaret, (2012) investigator Empirical study primary school teacher Attitudes towards inclusive Education. This study aimed to examine primary school teachers attitudes towards inclusive education in Jakarta, Indonesia. Respondents completed the attitude scale which comprised the theory driven cognitive, attentive and behavioral components if attitude. The findings indicated that teacher are in favoured in inclusion and their attitudes seen to be related to their teaching experiences and training in special education.

2. Yoon Skltwarng (2011) studies Attitudes towards inclusion Gaps between belief and practice. This study conducted 33 korean general education teachers from three primary schools in Seoul regarding their attitudes towards and willingness to accommodate the needs of students with disability. The result revealed that 41.37% of general education teachers had positive attitudes towards inclusion programs while. 55%. 16% were unwilling to actually participate quantitative data.

3. Cindy. L.Praisner (2011) studied Attitude of elementary school principals towards the Inclusion of students with Disabilities. Survey of 408 elementary school principals was conducted to investigate relationships regarding attitudes towards inclusion. variables such a training and experience and placement perceptions results indicate that about principals attitudes towards inclusion are positive while most are uncertain positive experiences with students with disabilities and exposure to special education concepts are associated with a more positive attitude toward inclusion. Further, principals with more positive attitudes and /or experiences are more likely to place students in less restrictive settings. Defenses in placement and experiences were found.

4. Selvan.C.M (2005) studied Awareness on learning disability among teacher Educators. the present study is untended to explore the level of awareness on learning disabilities among teacher educators in Tamil Nadu particularly in the northern districts. It is normative survey type research. Awareness scale developed and standardized by the investigator was used to collect data from 132 teacher educators selected by simple random sampling technique Non paramatice quantitative analysis was used to analyses the data Findings sources of awareness on learning disabilities were also identified.

5. Kathleen Tait & Nola Purdie (2004) investigator Attitudes toward Disability Teacher Education for inclusive environments in a Australian university. The Interaction with Disabled persons scale (IDP) was used to explore the attitude of preservice teachers at a large Australian university to people with disabilities using structural equation modelling the factor structure at the IDP scale was tested. The best fitting model was found to be one in which was fact factors (Discomfort, Sympathy, Embarrassment and valnerability) that were derived from 16 items Although significant effects were found for type of course, age, gender, language and frequency of confect, the magnitude of these effects was minimal changes in student teachers attitude toward disability over a one year general teacher training course .

6. G. Bunch, A Valeo Tolor & Fracis (2004) explorer Disability society student attitudes toward peers with disabilities in inclusive and special education schools. Attitude of elementary and secondary students toward peer with disabilities are explored Reference is made to friendship abusive behavior, advocacy and acceptance of special education or inclusion, as supportive of education of students with disabilities. Thirty-one students from special education schools and 21 from inclusive schools were interviewed. Qualitative investigation of interview data was undertaken. Findings indicated development of friendship in inclusive schools. Most believed the approach taken by their schools to be appropriate for education of peers with disabilities. Findings were related to structural aspects of the schools, to social tearing and should retreating theory and effects of special education and inclusive structures on school life.

7. L.Gilmore, I, compel, M. Cursedly (2003) analyses “Developmental expectations, personality stereotypes and Attitudes towards Inclusive Education

community and teacher news of Down syndrome". Knowledge about down syndrome and attitudes towards the educational inclusion of children with down syndrome were examined in a sample of 20,053 people from the community and a group of 538 experienced teachers. Although both down syndrome and its development consequences, they significantly underestimated the average life expectancy for a person with the syndrome, in both groups, a positive stereotype of children with down syndrome as particularly affectionate and happy was evident. Despite recognizing the educational social and emotional benefits of inclusive schooling, only around 20% of each group believed that the regular classroom was the best setting for children with down syndrome.

8. J. Jennifer Campbell, A. Linda Gidmore & M. Monica Cuskelly (2003) studies Attitude towards disability and inclusion. A total of 274 preservice teacher education students were surveyed at the beginning and end of a nine semester unit on human development and Education which combined formal instruction structured field work experiences. The latter included interviewing community members regarding their knowledge of Down syndrome and opinions on inclusive education and writing an associated report. At the end of semester, not only had student teachers acquired more accurate knowledge of down syndrome, together with more positive attitudes towards the inclusive of children with down syndrome but their attitudes towards disability in general had also changed and they reported greater ease when interacting with people with disabilities. The study illustrated the value of combining information based instruction with structured field work experiences in inclusion. It also demonstrated that raising awareness of one disability may lead to changes in attitudes towards disability in general.

9. E. Tafa G. Manolitsis (2003) studied was to examine the attitudes of Greek parents (208 mothers, 82 fathers) participated in this study who had at least one typically developing pre-school child falling within a 48 to 72 month age range and attending public noninclusive kindergarden programme. parents attitude towards kindergarden inclusion were analyses through attitude scale, questions on first scale parents were asked to indicate their degree of agreement at difference aspects of inclusion and on the second scale parent were various types at special educations needs were included. Findings indicated that parents had positive attitude towards inclusive education.

10. Sharma Umesh Jessie desai, (2003) studied the comparison of Abstraction and Singaporean preservice teachers attitudes and concerns about inclusive education. A survey at 91 pre-service teachers from Australian and Singapore was conducted to investigate their attitudes and Concerns about implementing inclusive education in regular schools. The findings suggested that the pre-service teachers beliefs may be significantly influenced by prevailing policies in the country.

11. Avramidis P.Byliss, R. Burden (2000) analyses “Given that research has suggested that the successful implementation of any inclusive policy is largely dependent on educators being positive about it, a survey was undertaken in to the attitudes of student’s teacher towards the inclusion of children with special needs in the ordinary school. The sample was comprised of 85 students who were completing their teacher training courses at a university school of education. The analysis revealed that the respondents held positive attitudes towards the general concepts of inclusion findings the survey raised issues about the breath and quality of initial teacher training.

CRITICAL REVIEW

Review of related literature helps to line the previous researcher with present research. A review of the related literature in the area of attitude of prospective teachers towards inclusive education presented in this chapter was helped to give adequate insight into the nature of the problem under study. These studies have helped the investigator or locate comparative data useful in the interpretation of results. It also has proves ideas, theories, explanation, hypotheses or method of research valuable in formulating and studying the problem.

The investigator has gone through the Indian (11) and foreign studies (11) function of subject which is related to the present study viz., awareness of prospective teachers towards inclusive education.

Many researchers have obtained conflicting results with regard to the variable of the study. Majority of the studies revealed that students teacher have inclusive education awareness and some related students teacher have favorable attitudes towards inclusive education. Among the selected studies for discussion not even a single one taken talks about the awareness of prospective teachers towards inclusive education

Hence the investigator and has selected a completely new topic on which searches have been hardly done the present study is also deviated from other studies in terms of area, population, sample and tools.

CHAPTER - III

METHODOLOGY

INTRODUCTION

Research may be defined as the application of the scientific method in the study of the problems, research is a systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedures. It is an objective, impartial, empirical and logical analysis and recording of controlled observations that may lead to the development of generalizations, principles theories, resulting to some extent in prediction and control of events that may be consequences or causes of specific phenomena. Research is scientific and as such is not integrate and systematize its findings. It is concerned with the objective verification of generalizations. Such verification requires logical analysis of problems and devising of appropriate methodologies for obtaining evidence. According to Clifford woody “Research comprises defining and defining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making

decision. Organized, attempt to analyse, interpret and report the present status of social institution group or area.

CHACTERISTICS OF NORMATIVE SURVEY METHOD

- ❖ It is essentially cross-sectional, mostly looks or accounts for the existing data
- ❖ It gathers data from relatively large number of cases at a particular time
- ❖ It is not concerned with the characteristics of the individuals
- ❖ It involves a clearly defined problem. It requires imaginative planning.
- ❖ It involves definite objectives.
- ❖ It requires careful analysis and interpretation of the data gathered.
- ❖ It requires logical and skillful reporting of the findings.
- ❖ Surveys vary greatly in complexity
- ❖ It does not seek to develop an organized body of scientific principles.
- ❖ It provides information useful to the solution of local problems
- ❖ It provides information useful to the solution of local problems.
- ❖ It contributes to the achievement of knowledge because affords penetrating insight in to the nature of what one is dealing with.
- ❖ It helps to fashioning many tools with which we do the research
- ❖ It suggests the course of future development
- ❖ It determines the present trends and solves current problems.

SURVEY STUDIES COLLECTS THREE TYPES OF INFORMATION

1. Of what exists by studying and analyzing important aspects of present situation.

2. Of what to want by clarifying goals and objectives possibly through a study of the conditions existing elsewhere or what expects otherwise consider to be desirable.
3. Of what how to get there through discovering the possible means of achieving the goals on the basis of the experiences of others or the opinion of experts.

TOOLS USED FOR THE COLLECTION OF DATA

They are different type of tools and techniques for collecting data. Depending on the nature of the study, the researchers selects the relevant tools. The tools used for the present study were.

- a) General data sheet.
- b) Inclusive Education Awareness test prepared by C. Akila and Mr. P.S. Prasad (2014).
- c) Inclusive Education attitude scale (prepared by Bency and Mr. P.S Prasad (2010).

POPULATION

Sampling involves the selection of a new items from a particular group to be studied with a view to obtain relevant data which help in drawing conclusion regarding the entire group. The total from which the sample was selected is called a “population”.

SAMPLE FOR THE STUDY

A sample as the name implies is a smaller representation of a large whole. In other words a section of the populations selected from the latter in such a way that they are the representative of universe is called sample. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn.

The sample for the present study consists of 400 students studying different college of education in Kanyakumari district during the academic year 2013-2014. The investigator selected 400 college students from colleges and the number of students selected from each college are furnished in the following tables 3.1% and 3.2 %

Table 3:1**Details of colleges selected for the study**

No	Name of the college	Rural/ Urban	Aided/ Unaided	Male	Female	Total
1	N.V.K.S.D. College of Education, Attoor	Rural	Aided	17	67	84
2.	White memorial College of Education, Veeyanoor	Rural	Unaided	20	15	35
3.	Grace College of Education, Padanthalumoodu	Rural	Unaided	10	15	25
4.	Marcheysastom College of Education, Kirathoor	Rural	Unaided	7	20	27
5.	St. Stephen's College of Education, Kollemcode	Rural	Unaided	18	15	33
6.	Holy Trinity College of Education, Melpalai	Rural	Unaided	8	15	23
7.	All saints College of Education, Malayadi	Rural	Unaided	16	13	29
8	Good Shepherd College of Education, Nagercoil	Urban	Unaided	13	37	50
9.	S.T. Hindu College of Education, Nagercoil	Urban	Unaided	3	47	50
10	Christian College of Education, Marthandam	Urban	Unaided	10	34	44

Tables 3:2
Details about sample selected for study
(Percentage wise distribution)

Background characteristics		Count	Percent
Gender	Male	122	30.50
	Female	278	69.50
Locale of the College	Rural	256	64.00
	Urban	144	36.00
Marital Status	Single	310	77.50
	Married	90	22.50
Religion	Hindu	158	39.50
	Christian	211	52.75
	Muslim	31	7.75
Community	OC	44	11.00
	BC	281	70.25
	MBC	40	10.00
	SC/ST	35	8.75
Type of Management	Aided	84	21.00
	Unaided	316	79.00
Educational qualification	UG	318	79.50
	PG	82	20.50

TOOLS USED

1. General Data Sheet
2. Attitude scale on Inclusive Education
3. Inclusive Education Awareness test

1. GENERAL DATA SHEET

General data sheet is prepared to collect data regarding variables such as name, gender, age, community, religion, and Sand locale, type of management, marital status, and educational qualification. A copy of personal data sheet is given in appendix: A

2. ATTITUDE SCALE ON INCLUSIVE EDUCATION

Attitude scale prepared by S. Bency Mr. P.S.Prasad (2010) aims measuring the attitude of prospective teachers toward inclusive Education.

3. INCLUSIVE EDUCATION AWARENESS TEST

Awareness test Inclusive Education Awareness test prepared by C. Akila and Prasad P.S. aims at measuring the Awareness of Inclusive education of prospective teachers.

TEST DEVELOPMENT

Preparing the plan of statistical investigation the most important task is the collection of data. Data collection is the formulation stone of statistical investigation, on which the entire structure of investigation is constructed. Therefore data should be

collected with minimum efficiency, ability and accuracy, because the conclusion drawn will be fallacious and unreliable.

Collection of data means collection of numerical information related to the subject matter coming under the preview of the investigation. Collection of relevant data play an important of suitable and appropriate data for the collection of new and unknown data for the study of any problem is importance for successful research.

For any and every type of research, certain instruments are needed and those instruments are called tools. In certain research readymade tools are available which may help the investigator to carry out their study. But sometimes such tools may not work suitably with the variable under study. Therefore keeping all these facts in mind the present investigator developed and instrument for the study.

The tool for the present study was prepared by Akila. C and Mr. Prasad, P.S.

The major steps followed in the construction of the test are,

- (i) Planning of test
- (ii) Item writing
- (iii) Item Editing
- (iv) Arrangement of items
- (v) Preliminary Tryout (Tryout-I)
- (vi) Draft scale
- (vii) Final Tryout (Try out -2)
- (viii) Item Analysis
- (ix) Scoring
- (x) Validity
- (xi) Reliability

1. PLANNING OF THE TEST

Inclusive Education Awareness test prepared by C. Akila and Mr. Prasad, P.S. (2013-2014) aims at measuring the Inclusive education awareness and of the prospective teachers in Kanyakumari district. Due considerations were given to the variables tested and to the different aspects involved.

2. ITEM WRITING

Writing the suitable items, one of the important steps in the construction of any research tool. Here statements related to Inclusive education awareness in different aspects are considered. For this discussions were held with experts in the field. The investigator collected ideas from books magazines, journals, newspapers and Internet and expert.

3. ITEM EDITING

Editing the items needs much care and it is the process of scrutinizing the items. The prepared items were referred to expert for modification. According to their suggestions, necessary modifications were made in the items by revising vague items.

4. PRELIMINARY TRYOUT

Preliminary tryout was made with 400 prospective teachers. The intention behind is to find out the work ability of the items. The difficulties in responding the items and a rough estimate of the time limits for responding the items were noted. This step helped the investigator to modify certain items which are vague and ambiguous items that included in the draft test were prepared.

5. DRAFT TEST

The first draft test was prepared by printing the items with the provision to mark responses printed in English. Necessary instructions for the respondent were also printed. A sample copy of the draft scale is given as Appendix- B.

6. FINAL TRYOUT

The investigator visited various colleges of education prospective teachers were selected randomly from the population. The tool was administered to a sample of 400 prospective teachers colleges of education.

8. SCORING

The collected response sheets were scored with the help of a Scoring key prepared by the investigator was given one mark and each wrong response was given Zero mark.

9. ITEM ANALYSIS

The selected 100 questions were printed and subjected to a pilot study. The questionnaire is to be finally administered. The total score for each subject for all the items was then found out one point credit was given for each correct answer. For item analysis the answer sheets were arranged in descending order according to the scores obtained in the test. The top 27 percent of the answer sheets were classified as lower groups. The number of correct responses for each item was identified for both upper and lower group. The difficulty index and discriminating power of each item was calculated using the formula.

$$\text{Difficulty Index} = \frac{R_H + R_L}{N_1 + N_2}$$

$$\text{Discriminating power} = \frac{R_H - R_L}{N}$$

RH – number of correct response in the upper group.

RL – Number of correct response in the lower group

N – Number of students in the upper and lower group

Items having difficulty index above 0.25 and for the final test. Thus from the first administered 100 questions 33 items were selected for the final test. The detail of items selected is given in table 3.3

Table : 3.3

Details of selected item for the Inclusive education awareness test

(Item analysis)

Q.No	Difficulty Index	Discrimination power	Selected Items
1	0.235	0.25	*
2	0.205	0.27	*
3.	0.235	0.29	*
4	0.37	0.16	
5.	0.3	0.3	
6.	0.215	0.29	*
7.	0.41	0.04	
8.	0.28	0.3	
9	0.22	0.16	
10.	0.235	0.16	*
11.	0.42	0.08	
12.	0.24	0.26	*

13.	0.185	0.13	
14.	0.2	0.26	
15.	0.23	0.26	*
16.	0.205	0.26	*
17.	0.335	0.27	*
18.	0.215	0.13	
19.	0.375	0.09	
20.	0.135	0.15	
21.	0.38	0.14	
22.	0.39	0.02	
23.	0.22	0.32	*
24.	0.22	0.26	*
25.	0.315	0.01	
26.	0.165	0.11	
27.	0.195	0.29	
28.	0.215	0.35	*
29.	0.21	0.14	
30.	0.255	0.27	*
31.	0.215	0.25	*
32.	0.18	0.22	
33.	0.275	0.31	*
34.	0.2	0.26	
35.	0.215	0.25	*
36.	0.225	0.25	*
37.	0.21	0.16	
38.	0.8	0.24	
39.	0.235	0.25	*
40.	1.39	0.08	
41.	0.3	0.6	
42.	0.175	0.31	
43.	0.175	0.11	
44.	0.33	0.12	
45.	0.255	0.27	*

46.	0.195	0.23	
47.	0.3	0.06	
48.	0.225	0.29	*
49.	0.19	0.3	
50.	0.18	0.12	
51.	0.25	0.14	
52.	0.12	0.16	
53.	0.19	0.16	
54.	0.24	0.16	
55.	0.235	0.25	*
56.	0.15	0.16	
57.	0.14	0.18	
58.	0.145	0.19	
59.	0.2	0.08	
60.	0.18	0.16	
61.	0.15	0.10	
62.	0.165	0.19	
63.	0.385	0.15	
64.	0.235	0.25	*
65.	0.205	0.27	*
66.	0.15	0.19	
67.	0.2	0.18	
68.	0.15	0.2	
69.	0.225	0.25	*
70.	0.22	0.24	
71.	0.195	0.19	
72.	0.225	0.26	*
73.	0.25	0.16	
74.	0.2	0.24	
75.	0.32	0.12	
76.	0.235	0.26	
77.	0.225	0.25	*
78.	0.19	0.26	

79.	0.15	0.10	
80.	0.305	0.21	
81.	0.13	0.06	
82.	0.225	0.25	*
83.	0.235	0.27	
84.	0.19	0.05	
85.	0.355	0.13	
86.	0.165	0.05	
87.	0.165	0.15	
88.	0.205	0.15	
89.	0.125	0.07	
90.	0.235	0.26	*
91.	0.225	0.25	*
92.	0.22	0.18	
93.	0.17	0.20	
94.	0.48	0.12	
95.	0.215	0.2	
96.	0.245	0.29	*
97.	0.225	0.26	*
98.	0.3	0.28	
99.	0.21	0.26	*
100.	0.405	0.05	
	Total selected Items		33

RELIABILITY OF THE TEST

According to best (1976) “A test is a reliable to the extent that it measures accurately and consists from one another”. Reliability is the consistency of scores obtained by the same individual on different occasions or with different set of equivalent items. The reliability of a test can be accessed in different way such as test, re-test, split half method, rational equivalence method.

In the present investigation, the reliability was found by split half method. It measures the degree of homogeneity of the items in a test for calculating the split half reliability of the test. The scores obtained by a sample of 100 prospective teachers are used. The scores on odd items and even items are obtained separately and the correlation co-efficient was calculated used spearman brown prophecy formula.

$$r = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{(N \cdot \sum x^2 - (\sum x)^2)(N \cdot \sum Y^2 - (\sum y)^2)}}$$

Where,

- r= Reliability co-efficient of half test
- x = Total score for a section in odd item test
- y = Total score for a section in even items test
- xy = Estimated reliability of the whole test
- N = Total number of students in the group

Reliability co-efficient formula

$$R = \frac{2r}{1 + r}$$

Table 3.4

Reliability analysis of inclusive education awareness test

Number of sample	100
Number of item	33
Correlation between odd half and even half	0.6104
Reliability co-efficient	0.7581

The split half reliability co-efficient calculated which is in the table 3.4 shows high reliability. This reveals that the present inclusive education awareness test possess reliability co-efficient.

1. VALIDITY

A test is valid when it meets the purpose for which it was designed. The two main types of validity established for this tool were face validity and content validity.

a. FACE VALIDITY

Face validity means that the given tool appears or seen to measure what it is to measure. The tool was submitted to a panel of experts and in their opinion it appeared to measure the relevant objectives of the tool. A close link on the items of the test reveals that each and every item is capable of reflecting the Inclusive education. This provided face validity for the tool.

b. CONTENT VALIDITY

Content validity of a test was established by verifying the comprehensiveness coverage of the content of the test using authentic literature and opinion of the experts. Thus is ascertained that, the tool was moderate content validity.

ADMINISTRATION OF THE TOOL

The investigator personally visited the ten college of education in Kanyakumari district and administered the tools. The permission for administering the tool was obtained from the principals of the selected colleges of education. Prior

instructions were given to the respondents at the time of administration of the tools. After administration of the tools all the tools were collected from the responses.

SCORING

The collected response sheets were scored with the help of scoring key prepared by the investigator. To score the test items each correct. Response was given a weight age of one point and each wrong responses or omitted item received zero point. Scoring key for Inclusive education test is given appendix-E

STATISTICAL TECHNIQUES ADOPTED

For the analysis of the data collected, following statistical techniques were adopted.

1. PERCENTAGE

Percentage help in the comparative study of fractions, It always means per hundred and hence it's calculated on 100.

2. ARITHMETIC MEAN

The mean is nothing else but the well known arithmetic mean. The mean of a series of values by their number. In the words of Ferguson, "Mean is the sum of a set measurements divided by the number of measurements divided by the number of measurements of is the set".

$$\text{Arithmetic Mean} = A + \frac{\sum fd}{N} \times C$$

Where,

- A- Assumed mean of the scores obtained
- F - Frequency of each class
- D - Deviation of the scores from the assumed mean
- N - Total frequency
- C - Class Interval.

STANDARD DEVIATION

Standard deviation is an ideal, scientific and most popular measure of dispersion. It was first used by Karl Pearson in 1893. The measure is a much more accurate and mathematical measure of deviation. Because of complexity and difficulty in computation it is the tool of researchers and specialists in statistics.

Guilford defines “Standard deviation is also known as root of the mean value of all the deviations squared taken from their means values.

$$\text{Standard Deviation} = C \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{(\sum fd)^2}{N}\right)}$$

Where,

- C - Class Interval
- D - Deviation of the scores from the assumed mean.
- F - Frequency
- N - Total Frequency

t –test

Significant level of different between two groups of population. From the mean and standard deviation, t- values can be calculated. If the obtained t – value is 2.562 and above, then the level of significance is at 0.05. If the t- value is between 0.41 and 1.307 level of 0.00 and if the t- value is below 1.471 the difference is not significant.

It is used for finding

$$t - \text{ratio} = \frac{\bar{X}_1 - \bar{X}_2}{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

Where,

X_1 - Arithmetic Mean if the first group

X_2 - Arithmetic Mean if the Second group

σ_1 - Standard deviation of the first group

σ_2 - Standard deviation of the second group

N_1 - Total number in the first group

N_2 - Total number in the Second group

ANOVA

Analysis of variance is an important method for dividing the variation observed in experimental situation into different parts, each part assignable to a known source cause or factor. The method is derived by R.A. Fisher in 1923.

F – Test or analysis of variance method is an improvement over t-test. The t-test is used for ascertaining the significance of difference between two means where, F- test is used for testing the significance of difference more than two means simultaneously.

The composite procedure for testing simultaneously the difference between several sample mean is known as analysis of variance of ANOVA

$$F = \frac{V_b}{V_w}$$

Here,

$$V_b = V_t - V_w$$

V_b - Means square variance between groups

V_w - Means square variance within groups

V_t - Means square variance of total groups

Pearson's Product moment method of correlation

Correlation is used for measuring the degree of relationship between two variables. It shows us the extent to which values in one variable are linked or related to values in another variable.

Correlation is calculated using the formula,

$$r = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where,

γ	-	Correlation co-efficient,
N	-	Number of paired scores,
$\sum x$	-	Sum of x scores,
$\sum y$	-	Sum of y scores
$\sum x^2$	-	Sum of x scores squared,
$\sum y^2$	-	Sum of y scores squared,
$\sum xy$	-	Sum of product of paired x and y scores.

CHAPTER - IV

ANALYSIS AND INTERPRETATION

INTRODUCTION

Analysis and interpretation are central steps in the research process. The goal of analysis is summarize the collected data in such a way that they provide answer to the question that triggered the research. Interpretation is the research for the broader meaning of research findings. Through interpretation the meaning and implication become clear.

Analysis means the categorizing, ordering, manipulation and summarizing of data. Interpretation takes the results of analysis, makes inferences, pertinent to the research relations studied and draws conclusions about these relations Interpretation of the data is necessary to explain and to find meaning of the data.

The first step in analyzing qualitative research involves organizing the data. Qualitative research often results in voluminous notes from observations, interviews

and or documents. The method of organizing these data will differ, depending on the research strategy and data have been organized the researcher can move to the second stage in data analysis description. Only after the data have been organized and described.

Interpretation involves, explaining the findings, answering “why” questions, attaching significance to particular results, and putting pattern in to an analytic frame world. The interpretation of qualitative research data is more dependent on the researchers background, skills, bases and knowledge than conclusions drawn from quantitative research, that are derived more directly from the numerical analysis of the data.

INCLUSIVE EDUCATION AWARENESS OF PROSPECTIVE TEACHERS

Table: 4.1

Mean and standard deviation of Inclusive Education awareness of prospective teachers

Mean	15.87
Std Deviation	7.16
Count	400

From the above table (4:1) it is evident that the mean score is 15.87 out of 33. This indicates that the college students have average inclusive Education awareness. The obtained standard deviation was 7.16.

Table : 4.2**Inclusive Education awareness among prospective teachers based on levels**

Inclusive Education Awareness	Count	Percentage
Low	42	10.50
Medium	312	78.00
High	46	11.50
Total	400	100.00

From the above table 4:2 it is evident that, 10.50 percent of the total sample have low inclusive education awareness and about 11.50 percent have high inclusive education awareness. But 78 percent of the sample have average inclusive education awareness.

1. Gender wise comparison of mean scores of Inclusive education awareness of prospective teachers.

The first hypothesis was “There exists no significant difference in the mean scores of Inclusive education awareness of male and female prospective college students” The data were analyzed with the help of ‘t’ test and results are given in table 4:3.

Table 4.3

Gender comparisons wise, mean, scores, standard deviation, number and t-values of Inclusive education awareness of prospective teachers

Gender	Mean	SD	N	t	p	Significance at 5% level
Male	15.61	7.63	122	0.471	0.638	NS
Female	15.99	6.96	278			

From the above table 4.3, it can be seen that the calculated value of t- value (t-0.471) is not significant at 5% level. It means that there is no significant difference in the mean scores of inclusive education awareness of male and female prospective teachers. Therefore the null hypothesis that ‘there is no significant difference in the mean scores of Inclusive education awareness of prospective teachers based on gender’ is accepted. This shows that mean scores of inclusive education awareness of prospective teachers does not statistically differ with their gender. Thus from the mean it is clear that male and female college teachers possess same level of inclusive education awareness.

2. Locale – wise comparison of mean scores of Inclusive education Awareness among prospective teachers.

The second hypothesis was “There exists no significant difference in the mean scores of inclusive awareness of rural and urban prospective teachers” The data were analyzed with the help of ‘t’ test and result are given in table 4:4.

Table 4.4

Locale wise mean, standard deviation, number and ‘t’ value of inclusive education awareness

Lacale	Mean	SD	N	t	p	Significance at 5% level
Rural	16.49	7.95	256	2.562	0.011	S
Urban	14.78	5.35	144			

From the above table 4.4 it can be seen that the calculated t-value (2.562) is not significant at 5% level. It means that there is no significant difference in the mean scores of inclusive education awareness of rural and urban perspective teachers is rejected. This show that mean scores of inclusive education awareness of college teachers statistically differ with their local. Thus from the mean it is clear rural prospective teachers have more inclusive education awareness than urban prospective teachers.

3. Comparison of mean scores of Inclusive education awareness of prospective teachers based on marital status

The third hypothesis was “There exists no significant difference in the mean scores of inclusive education awareness of single and married prospective teachers”. The data analysed with the help of ‘t’ test and results are given in table 4.5.

Table : 4.5
comparison of mean scores of inclusive education awareness of prospective teachers based on marital status.

Marital status	Mean	SD	N	t	p	Significance at 5% level
Single	16.09	7.51	310	1.307	0.192	NS
Married	15.12	5.76	90			

From the above table 4.5 it can be seen that the calculated value of t value (t-1.307) is not significant at 5% level. It means that there is no significant difference in the mean scores of inclusive education awareness of married and unmarried prospective teachers. Therefore the null hypothesis that “there is no significant difference in the mean scores of Inclusive education awareness of prospective teachers based on marital status” is accepted. This shows that mean scores of inclusive education awareness of prospective teachers does not statistically differ with their marital status. Thus from the mean it is clear that Married and unmarried prospective teachers possess more or less same level of inclusive education awareness.

4. Religion wise comparison of mean scores of inclusive education awareness of prospective teachers

The fourth hypothesis was “There exists no significant different in the mean scores of Inclusive education of Hindu, Christian and Muslim prospective teachers”

The data were analyzed with the help of ‘F’ – test and result are given in table: 4.6

Table. 4.6

Religion wise comparison of mean scores of inclusive education awareness of prospective teachers

Remark Religion	Mean	SD	Source	Sum of Squares	Df	Mean square	F	P	Significance at 5% level
Hindu	17.03	7.61	Between Gp	434.7	2	217.34	4.307	0.014	S
Christian	15.34	6.86	Within GP	20033.8	397	50.46			
Muslim	13.58	5.95	Total	20468.5	399				

From the above table 4.6 it can be seen that the calculated F value (F-4.307) is significant at 5% level. It means that there is significant difference in the mean scores of Inclusive education awareness of Hindu, Christian and Muslim prospective teachers. Therefore the null hypothesis that “there is no significant difference in the mean scores of Inclusive education awareness of prospective teachers of their religion” is rejected. This shows that mean scores of inclusive education awareness of prospective teachers statistically differ with their religion. The result does not help to identify exactly the pairs of groups which differ statistically. Hence scheffe’s multiple comparison is used for further analysis.

Result of scheffe's procedure for the Inclusive Education awareness of prospective teachers based on Religion.

Table 4.7

Religion	N	Pair	P(Scheffe)	Significance at 5% level
Hindu (A)	158	A Vs B	0.079	NS
Christian (B)	211	B Vs C	0.437	NS
Muslim (C)	31	A Vs C	0.048	S

From the above table it is clear that the calculated scheffe values are 0.079, 0.437, and 0.048 corresponding standard deviations are 7.61, 6.86 and 5.95. The calculated scheffe is value greather than the table value at 5% level of significant for A Vs C at Christian and Muslim.

The results shows that the two pairs Hindu and Christian does not differ in their Inclusive education awareness. The other pair Muslim Vs Hindu exist significant difference in their Inclusive education awareness.

Hindu prospective teachers have higher Inclusive education awareness than Christian and Muslim prospective teachers.

5. Community wise comparison of mean scores of inclusive education awareness of prospective, teachers

The fifth hypothesis was “there exists no significant difference in the mean scores of inclusive education awareness of OC, BC, MBC and SC/ST prospective teachers” The data were analysed with the help of ‘F’ – test and result are given the table 4.8.

Table 4.8

**Community – wise mean, standard deviation, number and ‘F’ value of Inclusive
Education awareness of prospective teachers**

Community	Mean	SD	Source	Sum of Squares	df	Mean square	F	P	Significance at 5% level
OC	15.70	6.29	Between GP	198.09	3		1.29	0.277	NS
BC	15.87	7.24	Within GP	20270.41	396	51.19			
MBC	14.48	5.35	Total	20468.50	399				
SC/ST	17.71	9.04							

From the above table 4.8 it can be seen that the educated value of F- value 1.29) is not significant at 5% level It means that there is no significant difference in the mean scores of inclusive education awareness of OC, BC, MBC, and SC/ST Prospective teachers. Therefore the hypothesis that “there is no significant difference in the mean scores of inclusive educational awareness of prospective teachers based on their community” is accepted. This shows that mean scores of Inclusive awareness of prospective teachers does not statistically differ with their community. Thus from the mean it is clear that OC, BC, MBC and SC/ST prospective teachers possess more or less same level of inclusive education awareness.

6. Type of management wise comparison of mean scores of inclusive education awareness of prospective teachers

The sixth hypothesis was “There exists no significant difference in the mean scores of Inclusive education of awareness of aided and unaided prospective teachers”

The data were analysed with the help of ‘t’ test and results are given in table 4.9

Table 4.9

Type of management – wise mean, standard deviation, number and ‘t’ values of Inclusive Education Awareness

Type of Management	Mean	SD	N	t	p	Significance at 5% level
Aided	16.83	6.70	84	1.445	0.149	NS
Unaided	15.62	7.27	316			

From the above table 4.9 it can be seen that the calculated value of t value (t-1, 445) is not significant at 5% level. It means that there is no significant difference in the mean scores of inclusive education awareness of aided and unaided prospective teachers. Therefore the null hypothesis that there is no significant difference in the mean scores of Inclusive education awareness of aided and unaided Prospective teachers” is accepted. This shows that mean scores of Inclusive education awareness of prospective teachers does not statistically differ with their type of management. Thus from the mean it is clear that aided and unaided college prospective teachers process more or less same level of inclusive education awareness.

7. Educational Qualification wise comparison of mean scores of inclusive education awareness of prospective teachers.

The seventh hypothesis was “There exists no significant difference in the mean scores of inclusive education awareness of UG and PG prospective teachers” the data were analysed with the help of ‘t’ test and results are given in table 4:10

Table 4.10

Educational Qualification – wise mean, standard deviation, number and ‘ t’ value of Inclusive education awareness

Educational Qualification	Mean	SD	N	t	p	Significance at 5% level
UG	121.40	12.84	318	3.146	0.00	S
PG	123.40	14.80	82			

From the above table 4.10 it can be seen that the calculated t value (1.27) is significant at 5% level. It means that there is significant difference in the mean scores of Inclusive education awareness of UG and PG prospective teachers. Therefore the null hypothesis that “there is no significant difference in the mean scores of Inclusive education awareness of UG and PG prospective teacher” is rejected. This shows that mean scores of inclusive education awareness of prospective teachers statistically differ with their educational qualification. Thus from the mean it is clear that PG prospective teachers possess same high inclusive education awareness than UG prospective teachers

Table: 4.11**Attitude of prospective teachers towards inclusive Education**

Number	Mean	Standard Deviation
400	121.86	13.28

From the above table (4:11) it is evident that the mean score is 121.86 out of 200. This indicates that the prospective teachers have attitude towards inclusive education. The obtained standard derivation was 13.28.

Table 4.12**Attitude towards inclusive education prospective teachers based on levels**

Attitude	Count	Percent
Low	62	15.50
Medium	298	74.50
High	40	10.00
Total	400	100.0

From the above table 4.12 it is evident that 15.50 % of the total sample have unfavourable attitude 74.50% have Neutral attitude 10.00% of prospective teachers have favourable attitude.

8. Gender wise mean, standard deviation, number and t-value of attitude towards inclusive education of prospective teachers

The eighth hypothesis was “There exists no significant difference in the mean scores of attitude towards inclusive education of male and female prospective teachers “The data were analyzed with help of ‘t’ test and result are given in table 4.13.

Table 4.13

Comparison of mean scores of attitude inclusive education based on Gender

Gender	Mean	SD	N	t-value	P	Significance at 5% level
Male	122.26	11.45	122	0.427	0.670	NS
Female	121.69	14.02	278			

From the above table 4.13 it can be seen that the calculated value of t- value (t=0.427) is not significant at 5% level. It means that there is no significant difference in the mean scores of attitude towards inclusive education of male and female prospective teachers. Therefore the null hypothesis that “There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on gender” is accepted. This shows that mean score of attitude towards inclusive education prospective teachers does not statistically differ with their gender. Thus from the mean it is clear the male and female prospective teachers possess same level of prospective teachers towards inclusive education.

9. Locale – wise mean, standard deviation, number and ‘t’ value attitude towards inclusive education of prospective teachers

The ninth hypothesis was “There exists no significant difference in the mean scores of attitude towards inclusive education of rural and urban prospective teachers”
The data were analysed with help of ‘t’ test and result are given in table 4.13.

Table 4.14

Locale wise - comparison of mean scores of attitude towards inclusive education of prospective teachers

Locale of college	Mean	SD	N	t	p	Significance at 5% level
Rural	122.45	13.26	256	1.171	0.242	NS
Urban	120.83	13.29	144			

From the above table 4.14 it can be seen that the calculated value of t-value (t-1.171) is not significant at 5% level. It means that there is no significant difference in the mean scores of attitude towards inclusive education of rural and urban prospective teachers. Therefore the null hypothesis that “There is no significant difference in the mean scores of attitude towards inclusive education of rural urban prospective teachers is accepted. This shows that mean scores of attitude towards inclusive education of prospective teachers does not statistically differ with their location. Thus from the mean it is clear that rural and urban prospective teachers possess more or less same level of attitude towards inclusive education.

10. Marital status wise - comparison of mean scores of attitude towards inclusive education of prospective teachers.

The tenth hypothesis was “There exists no significant difference in the mean scores of attitude towards inclusive education of single and married prospective teachers. The data analysed with help of ‘t’ test and results are given in table 4:5

Table 4.15
comparison of mean scores of attitude towards inclusive education based on marital status

Marital status	Mean	SD	N	t	p	Significance at 5% level
Single	122.68	13.38	310	2.388	0.017	S
Married	119.03	12.58	90			

From the above table 4.15 it can be seen that the calculated value of t-value (t-value 2.388) is not significant at 5% level. It means that there is significant difference in the means scores of attitude towards inclusive education of Married and unmarried prospective teachers. Therefore the null hypothesis that “there is no significant difference in the mean scores of attitude towards inclusive deception of prospective teachers of their Marital status” is rejected. This shows that mean scores of attitude towards inclusive education of prospective teachers does not statistically differ with their “Marital status” Thus from the mean it is clear that married and unmarried prospective teachers possess more or less same level of attitude towards inclusive education.

11. Religion Wise Comparison of Mean Scores of Attitude towards Inclusive Education of Prospective Teachers

The eleventh hypothesis was “There exists no significant difference in the mean scores of attitude towards inclusive education of Hindu, Christian, and Muslim prospective teachers” The data were analysed with the help of F – test and result are given in table 4.16.

Table 4.16

Religion wise comparison of mean scores of Attitude towards inclusive education of prospective teachers

Re	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Si.at 5% level
Hindu	121.64	10.78	Between GP	2538.3	2	1269.13	7.433	0.001	S
Christian	123.25	14.24	Within GP	67783.17	397	170.74			
Muslim	113.58	15.21	Total	70321.437	399				

From the above table 4.16 can be seen that the calculated value of F value. (F. 4.307) is significant at 5% level. It means that there is significant difference in the mean scores of attitude towards inclusive education of Hindu, Christian and Muslim prospective teachers Therefore the null hypothesis that “there is no significant different in the mean scores of attitude towards inclusive education of prospective teachers based on religion is rejected. This shows that mean scores of attitude towards inclusive education of prospective teachers does not statistically differ with their religion. the mean it is clear that Hindu, Christian and Muslim prospective teachers possess more or less same level of attitude towards inclusive the result does not help to identify exactly the pairs of groups which differ statistically. Hence scheffe’s multiple comparisons used for further analysis

Result of scheffe's procedure for the Attitude towards Inclusive Education of prospective teachers based of Religion.

Table 4.17

Religion	N	Pair	P(Scheffe)	Significance at 5% level
Hindu (A)	158	A Vs B	0.504	Ns
Christian (B)	211	B Vs C	0.001	S
Muslim (C)	31	A Vs C	0.008	S

From the above table 4.17 it is clear that the calculated scheffes values 0.504, 0.001, and 0.008. The result shows that the two pairs Hindu and Christian does not differ in their Attitude towards Inclusive Education prospective teachers. The other pairs Christian Vs Muslim and Hindu Muslim exist significant difference in their attitude towards inclusive Education of prospective teacher.

Christian prospective teachers have more favorable attitude towards inclusive education than Hindu and Muslim prospective teachers in their Attitude towards inclusive education prospective teachers.

12. Community wise comparison of mean scores of attitude towards inclusive education of prospective teachers.

The twelveth hypothesis was "There exists no significant difference in the mean scores of attitude towards inclusive education of OC, BC, MBC and SC/ST prospective teacher "The data were analysed with the help of 'F' test and result are given the table 4.18.

Table 4.18

**Community- wise mean standard deviation number and 'F' value of attitude
towards inclusive education of prospective teachers**

Com	Mean	SD	Source	Sum of Squares	df	Mean square	F	P	Significance at 5% level
OC	120.55	11.79	Between GP	3859.6	3	1286.52	7.665	0.000	S
BC	123.47	12.52	Within GP	66461.9	396	167.83			
MBC	120.05	11.99	Total	70321.4	399				
SC/ST	112.71	17.99							

From the table 4.18 it can be seen that the educated value of F- value (F- 7.665) is not significant at 5% level. It means that there is significant difference in the mean scores of attitude towards inclusive education of OC, BC, MBC and SC/ST prospective teachers. Therefore the null hypotheses that “There is no significant difference in the means scores of attitude towards inclusive education of prospective teachers based on their community” is not rejected. This shows that means scores of attitude towards inclusive education of prospective teachers statistically differ with their community. The result does not help to identify exactly the pairs of groups which differ statistically. Hence scheffe’s multiple comparison is used for further analysis.

Result of scheffe's procedure for the of prospective teachers Attitude towards inclusive Education based on community.

Table 4.19

Community	N	Pair	P(Scheffe)	Significance at 5% level
OC (A)	44	A Vs B	0.587	NS
BC (B)	281	B Vs C	0.487	NS
MBC (C)	40	A Vs C	0.999	NS
SC/ST (D)	35	A Vs D	0.069	NS
		B Vs D	0.000	S
		C Vs D	0.114	NS

The results show that the five pairs OC and BC, MBC and OC and MBC, OC and SC/ST, MBC and ST does not differ in their Attitude towards inclusive Education. There is significant difference between BC and SC/ST.

BC prospective teacher have more favorable Attitude towards inclusive education than OC, MBC, SC/ST prospective teacher.

13. Type of management –wise comparison of mean scores of attitude towards inclusive education of prospective teachers.

The thirteen hypothesis was “There exists no significant difference in the mean scores of attitude towards inclusive education prospective teachers of aided and unaided prospective teachers” The data were analysed with the help of ‘t’ – test and results are given in table 4.20

Table 4.20

Type of management –wise mean, standard deviation, number and ‘t’ values of attitude towards inclusive Education

Type of Management	Mean	SD	N	t	P	Significance at 5% level
Aided	125.35	14.67	84	2.515	0.012	S
Unaided	120.94	12.74	316			

From the above table 4.20 it can be seen that the calculated value of t value (t-2.515) is significant at 5% level. It means that there is significant difference in the mean scores of Attitude towards inclusive education of aided and unaided prospective teacher. Therefore the null hypothesis that “there is no significant difference in the mean scores of attitude towards inclusive education of aided and unaided prospective teachers is rejected. This shows that means scores of attitude towards inclusive education of prospective teachers statistically differ with their type of management. Thus from the mean it is clear that aided prospective teachers have more favorable of attitude towards inclusive education than unaided prospective teachers.

14. Education qualification- wise comparison of mean scores of attitude towards inclusive education of prospective teachers.

The fourteen hypothesis was “There exists no significant difference in the mean scores of attitude towards inclusive education of UG and PG prospective teachers “The data were analysed with the help of ‘t’ test and results are given in table 4.20

Table 4.21

Educational qualification –wise mean, standard deviation, number and ‘t’ value of attitude towards inclusive Education

Educational Qualification	Mean	SD	N	t	p	Significance at 5% level
UG	121.40	12.84	318	1.27	0.204	NS
PG	123.40	14.80	82			

From the above table 4.21 it can be seen that the calculated value t value (t=1.271) is not significant at 6% level. It means that there is no significant difference in the mean scores of attitude towards inclusive education of UG and PG prospective teachers. Therefore the null hypothesis that “there is no significant difference in the mean scores of attitude towards inclusive education of UG and PG accepted prospective teachers” is accepted. This shows that mean scores of attitude towards inclusive education of prospective teachers does not statistically differ with their educational qualification. Thus from the mean it is Relationship between awareness and attitude towards inclusive education of prospective teachers. Clear that UG and PG prospective teachers processes same level of attitude towards inclusive education.

15. Relationship between Awareness and Attitude towards inclusive Education of prospective teachers

Fifteen hypotheses the date more analyses with the half of pearson product moment correlation have result are given below inclusive education

Table 4.22

Relationship between Awareness and Attitude towards inclusive Education of prospective teachers

Background characteristics		Pearson Correlation	P	Significance at 5% level
Total		0.079	0.115	Ns
Gender	Male	0.028	0.759	Ns
	Female	0.100	0.096	Ns
Location of College	Rural	0.074	0.238	Ns
	Urban	0.073	0.385	Ns
Marital Status	Single	0.075	0.188	Ns
	Married	0.065	0.543	Ns
Religion	Hindu	0.074	0.355	Ns
	Christian	0.06	0.386	Ns
	Muslim	0.155	0.405	Ns
Community	OC	0.236	0.123	Ns
	BC	0.115	0.054	Ns
	MBC	-0.041	0.802	Ns
	SC/ST	-0.018	0.918	Ns
Type of Management	Aided	0.156	0.156	Ns
	Unaided	0.047	0.405	Ns
Ednl Qualification	UG	0.103	0.067	Ns
	PG	-0.055	0.624	Ns

Based on the above table following interpretations are derived.

1. The correlation coefficient between Awareness and Attitude towards inclusive education of the total sample 0.079 and is significant at 5% level. There is no significant correlation between Awareness and Attitude towards inclusive education of prospective teachers.
2. The correlation coefficient between Awareness and Attitude towards inclusive education for the male prospective teachers is 0.028 and is not significant at 5% level.
3. The correlation coefficient between Awareness and Attitude towards inclusive education for the female prospective teachers is 0.100 and is significant at 5% level.
4. The correlation coefficient between Awareness and Attitude towards inclusive education for the rural prospective teachers is 0.074 and is significant at 5% level.
5. The correlation coefficient between Awareness and Attitude towards inclusive education for the urban prospective teachers is 0.073 and is significant at 5% level.
6. The correlation between Awareness and Attitude towards inclusive education for the single prospective teachers is 0.075 and is significant at 5% level.
7. The correlation coefficient between Awareness and Attitude towards inclusive education for the married prospective teachers is 0.065 and is not significant at 5% level.
8. The correlation coefficient between Awareness and Attitude towards inclusive education for the Hindu prospective teachers is 0.074 is not significant at 5% level.

9. The correlation coefficient between Awareness and Attitude towards inclusive Education for the Christian prospective teachers is 0.06 and is significant at 5% level.
10. The correlation coefficient between Awareness and Attitude towards inclusive Education for the Muslim prospective teachers is 0.155 and is not significant at 5% level.
11. The correlation coefficient between Awareness and Attitude towards inclusive Education for the OC prospective teachers is 0.236 and is not significant at 5% level.
12. The correlation coefficient between awareness and Attitude towards inclusive Education for the BC prospective teachers is 0.115 and is significant at 5% level.
13. The Correlation coefficient between Awareness and Attitude towards inclusive Education for the MBC prospective teachers is 0.04 and is not significant of 5% level.
14. SC/ST prospective teachers is -0.018 and is not significant at 5% level.
15. The correlation coefficient between Awareness and Attitude towards inclusive Education for the Aided prospective teachers is 0.156 and is significant at 5% level.
16. The correlation coefficient Awareness and Attitude towards inclusive Education for the unaided prospective teachers 0.047 and is not significant at 5% level.
17. The correlation coefficient between Awareness and Attitude towards inclusive Education for the for the Graduate prospective teachers is 0.103 and is not significant at 5% level.

18. The correlation coefficient between Awareness and Attitude towards inclusive Education for the post Graduate prospective teachers is 0.055 and is not significant at 5% level.

TENTABILITY OF HYPOTHESES

1. There is no significant difference in the mean scores of inclusive education awareness of male and female prospective teachers. The null hypothesis is accepted.
2. There is no significant difference in the means scores of inclusive education awareness of rural and Urban prospective teachers. The null hypothesis is rejected.
3. There is no significant difference in the mean scores of Inclusive education awareness among Hindu, Christian and Muslim Prospective teachers. The null hypothesis is rejected.
4. There is no significant difference in the mean scores of Inclusive education awareness of prospective teacher based on community. The null hypothesis is rejected.
5. There is no significant difference in the mean scores if inclusive education awareness of prospective teachers based on Marital status. The null hypothesis is accepted.
6. There is no significant difference in the mean scores of Inclusive Education awareness of prospective teachers based on educational qualification. The null hypothesis is rejected.

7. There is no significant difference in the mean scores of attitude towards inclusive education of male and female prospective teachers. The null hypothesis is accepted.
8. There is no significant difference in the mean scores of attitude towards inclusive education of rural and urban prospective teachers. The null hypothesis is accepted.
9. There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on type of management. The null hypothesis is rejected.
10. There is no significant difference in the mean scores of attitude towards inclusive education among Hindu Christian and Muslim prospective teachers. The null hypothesis is rejected.
11. There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on community. The null hypothesis is rejected.
12. There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on Marital Status. The null hypothesis is rejected.
13. There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on educational qualification. The null hypothesis is accepted.
14. There is no significant difference Relationship between awareness and attitude towards inclusive education of prospective teachers.

CHAPTER - V

FINDINGS, SUMMARY, CONCLUSION AND SUGGESTIONS

THE STUDY IN RETROSPECT

The study under investigation is entitled as “A study on Awareness and Attitude towards inclusive education of prospective teachers in Kanyakumari District”. In this chapter the investigator summarizes all findings and conclusions drawn from the study. In addition, investigator also added recommendation and suggestion for further research.

For the present study the investigator adopted normative survey method. The study was conducted on a sample of 400 prospective teacher from of education various education college prospective teachers in Kanyakumari District. The selected for the investigation differ in terms of gender, Locale, marital status, religion,

community, type of management, educational qualification. The tools used for the study such as .

1. Inclusive education awareness test prepared and validated by the investigator.
2. Attitude scale on inclusive education (A Bency and Mr.P.S.Prasad 2010)
3. General Data sheet

OBJECTIVES OF THE STUDY

1. To construct and validate a test for measuring the inclusive education awareness of prospective teachers.
2. To study the inclusive education awareness of prospective teachers.
3. To study the level of attitude of prospective teachers towards inclusive education
4. To compare the mean scores of inclusive Education Awareness of prospective teachers with respect to background variable namely gender, locality, marital status religion, community, type of management educational qualification.
5. To compare the mean scores of Attitude towards Inclusive Education of prospective teachers with respect to back ground variables namely, gender, locality, marital status, religion, community, type of Management, Educational qualification.
6. To study whether there is any significant correlation between Inclusive education Awareness and attitude inclusive education toward prospective teachers.

HYPOTHESES

- There is no significant difference in the mean scores of inclusive education awareness of male and female prospective teachers.
- There is no significant difference in the means scores of inclusive education awareness of rural and Urban prospective teachers.
- There is no significant difference in the mean scores of Inclusive education awareness among Hindu, Christian and Muslim Prospective teachers.
- There is no significant difference in the mean scores of Inclusive education awareness of prospective teacher based on community.
- There is no significant difference in the mean scores if inclusive education awareness of prospective teachers based on Marital status.
- There is no significant difference in the mean scores of Inclusive Education awareness of prospective teachers based on educational qualification.
- There is no significant difference in the mean scores of attitude towards inclusive education of male and female prospective teachers.
- There is no significant difference in the mean scores of attitude towards inclusive education of rural and urban prospective teachers.
- There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on type of management.
- There is no significant difference in the mean scores of attitude towards inclusive education among Hindu Christian and Muslim prospective teachers.
- There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on community.

- There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on Marital Status.
- There is no significant difference in the mean scores of attitude towards inclusive education of prospective teachers based on educational qualification.
- There is no significant correlation between awareness and attitude towards inclusive education of prospective teachers for the total sample & Sub sample.

METHOD OF THE STUDY IN BRIEF

The method used in the study is normative survey method.

(a) TOOLS

- ❖ Inclusive Education Awareness test prepared and validated by the investigator.
- ❖ Attitude scale on Inclusive Education [Developed by A. Bency and Mr. P.s. Prasad, 2010]
- ❖ General data sheet.

(c) Sample

The study is conducted on a sample of 400 prospective teachers studying in various colleges of Education in Kanyakumari District, Tamil Nadu, India.

STATISTICAL TECHNIQUES USED

Statistical Techniques used for the present study are.

- Percentage
- Arithmetic Mean

- Standard deviation
- t-test
- F-test (ANOVA) and
- Correlation co-efficient

STATISTICAL TECHNIQUES

For the present study the following statistical techniques are used.

- (i) Percentage
- (ii) Arithmetic Mean
- (iii) Standard Deviation
- (iv) t-test
- (v) ANOVA

MAJOR FINDINGS

Following are the findings emerge from the study

1. From this study, it has been found that the prospective teachers possess average inclusive education awareness. The result supported by the following finding (Arithmetic mean (15.87) for the total score of 33 and standard deviation (7.16).
2. Gender has influence on Inclusive education awareness of prospective teachers (t=0.471).
3. Locale had no influence on Inclusive education awareness of prospective teachers (t=2.562).rural prospective teachers had more Inclusive education awareness the urban prospective teachers.

4. Marital status of prospective teachers had no influence on Inclusive education awareness (t.1.307).
5. Religion had no influence on inclusive education awareness of prospective teachers (F-4,307). Hindu prospective teachers had more inclusive education awareness than their counter parts.
6. Community had no influence on Inclusive awareness of prospective teachers. (F-1,290).
7. Type of management had no influence on inclusive education awareness of prospective teachers (t-1,445).
8. Educational qualification had influence on Inclusive education awareness of prospective teachers (4-3.146). PG prospective teacher had more inclusive education awareness than UG prospective teachers.

From this study it has been found that of that total sample prospective teachers possess neutral attitude towards inclusive education. This result supported by the following finding. Anathematic mean (121.86) for the total score of 200 and standard deviation 13.28).

9. Gender had no influence on Inclusive attitude towards inclusive Education of prospective teachers (t-o.427).
10. Locale of the students had influence on attitude towards inclusive Education of prospective teachers (t-1.171).
11. Marital status had influence on attitude towards inclusive education of prospective teachers (t-2.388) unmarried prospective teachers had favorable Attitude towards inclusive education than married prospective teachers.

12. Religion had no influence on attitude towards inclusive education of Prospective teachers (F-7-433) Christian.
13. Community had influence on attitude towards inclusive education of prospective teachers (F-7.665). BC prospective had more favourable attitude than their counter parts.
14. Type of management had influence on Attitude towards inclusive Education of prospective teachers. (t-2.515). Aided college prospective teachers had more favourable attitude than unaided college prospective teachers.
15. Educational qualification had no influence on attitude towards inclusive education of prospective teachers (t-1.271).

CONCLUSION

The above findings have helped the investigator to arrive at certain conclusion regarding the study. It is made clear that prospective teachers had average inclusive education awareness.

Locale marital status, religion had influence on inclusive education awareness. The other variables such as gender, locale, marital status, community, type of management had no influence on inclusive education.

Prospective teachers had neutral attitude toward inclusive education. Gender, locale, educational qualification had no influence as the attitude towards inclusive education prospective. Marital status, region, community and types of management had influence on the attitude towards inclusive education.

Keeping the findings in the mind, investigator, suggested that inclusive education awareness and attitude play on important role in the successful implementation of inclusive education.

EDUCATION IMPLICATIONS

- ❖ Awareness on inclusive Education helps prospective teachers appreciate diversity of society. Prospective teachers can recognize the strengths of all students and play individual attention and develop collaborative problem solving skills.
- ❖ In order to increase the level of attitude of prospective teachers orientation courses should be conducted on topic of inclusion before starting the academic courses.
- ❖ The Investigator evolved “Inclusive education Awareness” test which can be used a tool to find out the Inclusive Education Awareness among different population.
- ❖ The present study throws light on the different areas of Inclusive education Awareness.
- ❖ To study highlights the fact that the prospective teachers have average Inclusive education Awareness. However more efforts should be taken to improve the inclusive education Awareness of prospective teachers. For that compulsory special education paper should be included in the B.Ed curriculum.
- ❖ Prospective teachers should be encouraged to participate in various inclusion related issues and integration activities.
- ❖ Special trainings, Seminars, Conferences, workshops should be arranged for the prospective teacher on Inclusive Education with necessary books on inclusive education and the prospective teachers should be encourage to read them.
- ❖ Provide the knowledge about variable disabilities to the prospective teachers for that a special education paper must be included in the B.Ed curriculum.

- ❖ Equip the prospective teachers with skills to manage different categories of exceptional children in general class rooms.
- ❖ Develop awareness in prospective teachers about educational policies and programmes of children with special needs.
- ❖ Prepare prospective teachers to deal with specific categories of disabilities.
- ❖ Conduct research to promote best practices in inclusive class room.
- ❖ Provide practical training to prospective teachers to deal with exceptional children.
- ❖ Empower the prospective teachers with suitable curriculum and appropriate methods of instruction for different categories of exceptional children.
- ❖ Facilitate the networking of special education institution involved in inclusive education with B.Ed college.
- ❖ Include special school visit and record for special school visit should be included in B.Ed curriculum.
- ❖ To modify the educational environment of required teachers regarding inclusion, University and colleges should conduct peer mediated instruction, seminar, symposium, debate about inclusive education.
- ❖ Because of the lack of time or short time period the prospective teachers don't get efficient knowledge about the course the duration of the course for that increase.
- ❖ The college of education should make arrangement to contact and maintain relationship with parents of special children, other teachers specialists, community services and resource persons.
- ❖ For the success of inclusive Education there should be adequate support from staff, for that staff should be fully aware of it. So special education teachers, professionals, experts must be available in colleges of education and proper

training, refresher and orientation courses should be conducted for the teachers education of colleges of education.

- ❖ Teaching special language like sign language and braille and introducing them as a compulsory one for prospective teachers to know the difficulties and problem solving of special children and understand the special children.
- ❖ Adequate training should be provided to prospective teachers to adapt the inclusion setting.
- ❖ Incorporating prospective training programmes, and rescheduling in-service and pre-service teacher education programmes so as to incorporate inclusive education.
- ❖ Conduct more research studies on inclusive education teacher preparation courses; B.Ed and DTED should empower teachers who have competence to teach both normal children and exceptional children.

SUGGESTIONS FOR FURTHER RESEARCH

In order to make the present study more meaningful and effective similar studies in this area could be carried out. The desirable areas for further research are as follows.

- A study can be conducted on inclusive education awareness and attitude of primary school teachers.
- A study can be conducted on inclusive education awareness and attitude of preprimary teachers.
- A study can be conducted on inclusive education awareness and attitude of teacher educators.

- A study can be conducted on inclusive education awareness and attitude of parents.
- A study can be conducted on inclusive education awareness and attitude of block resource teachers.
- A study can be conducted on inclusive education awareness and attitude of disabled children.
- Preparation and testing of different methods and for inclusive education.

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APPENDIX-A

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR

KANYAKUMARI DIST

GENERAL DATA SHEET

(2013- 2014)

INSTRUCTIONS

Certain personal matters related to you are required for my research purpose. Kindly write below or put a tick mark (✓) where ever necessary. Your response will be kept confidentially.

Name : _____

Gender : Male Female

Name of the Institution : _____

Location of the college : Rural Urban

Marital Status : Single Married

Religion : Hindu Christian Muslim

Community : FC BC MBC
SC ST

Management : Aided Unaided

Educational Qualification : UG PG

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR**INCLUSIVE AWARENESS TEST DRAFT****(Prepared by Akila.C and Mr.P.S.Prasad)****2013-2014****Instructions**

- There are 100 questions in this questionnaire
- Read the questions carefully and mark your answers in the response sheet.
- Circle the correct answer on the response sheet against the proper question number
- Do not write or mark anything on the test booklet.

1. CWSN Mean :

- (a) Special need children wealth (b) Children with special needs
(c) Children want support and needs (d) Children welfare for special
needs

2. RCI means

- (a) Regional child interaction (b) Regional central Institution
(c) Rehabilitation care and intervention (d) Rehabilitation council of

India

3. IEDC

- a. Integrated Education of Disabled children
b. Inclusive Education of Disabled children
c. Inclusive elementary education of disabled children
d. Integrated Education for differently disabled children

4. What are the interventions suggested under SSA for inclusive education?
- (i) Functional & formal assessment
 - (ii) Preparation of Individualized educational plan
 - (iii) Removal of architecture barriers
 - (iv) Resource support
- (a) i) b) ii) & iii c) i, ii, iii d) I, ii, iii, iv)
5. Which of the following prevent children with special needs from coming to school
- (a) Attitudinal Barriers
 - (b) Lack of special schools
 - (c) Lack of trained teachers
 - (d) Lack of neighborhood schools
6. Which of the following is the role of state Coordinator (SSI) in inclusive education?
- (a) Planning & Management of Inclusive Education
 - (b) Conducting workshops on Inclusive Education
 - (c) Constant support to function areas at district level
 - (d) All the above
7. Which of the following organization deciding the state policy on special Education?
- (a) State resource group
 - (b) Village education committee
 - (c) SSA
 - (d) All the above
8. Which of the following association is a powerful medium to create awareness among parent of children with special needs
- a. PTA
 - b) SSA
 - c) BRCC
 - d) RCI
9. Who will collect data on CWSN from all blocks?
- (a) District coordinator for IC
 - (b) District resource group
 - (c) BRCC
 - (d) CRCC

16. Which assessment should use to determine the nature, type and extent of disability?

- (a) Formal assessment
- (b) Functioned assessment
- (c) Summative assessment
- (d) Special assessment

17. Which type of assessment used to get an idea of the special child's Current level of functioning?

- (a) Functional assessment
- (b) Formal assessment
- (c) Summative assessment
- (d) Special assessment

18. In inclusive education, educational plan prepared for a special child is

- (a) Special Educational Plan
- (b) Special Children Plan
- (c) Individualized Educational Plan
- (d) Integrated Educational Plan

19. Prior Training given to special children before placed in a regular school is Known as

- (a) Pre-integration training
- (b) Special training
- (c) Inclusive Education training
- (d) Individualized training

20. What type of Education advocated by PDA 1995 to Severely disabled Children?

- (a) Special Education
- (b) Inclusive Education
- (c) Exceptional Education
- (d) Home based Education

21. Which organization provides comprehensive rehabilitation services to the rural disabled persons?

- (a) Rural Institute
- (b) Block resource Centre
- (c) Village Education Committee
- (d) District Rehabilitation Centers.

22. Resource teacher is

- (a) Specially qualified teacher in special educational
- (b) Teacher has a diploma in special education
- (c) Teacher has a degree in special education
- (d) All the above

23. Resource teacher should

- (a) Give pre integration training to CWSN
- (b) Teach the use of aids & Appliances
- (c) Prepare of teaching learning material
- (d) All the above

24. Individualized Educational Plan includes

- (a) Needs of the special children
- (b) Special services required
- (c) Most appropriate learning environment for the child
- (d) All the above

25. Which of the following organization developed 45 days special with Education foundation course for teachers in collaboration SSA ?

- (a) RCI
- (b) UGC
- (c) RMSA
- (d) MHRD

26. Vocational training provided to CWSN depends on

- (i) Nature of disability
 - (ii) Needs of special children
 - (iii) Inclusive education of special children
- (a) I
 - (b) ii
 - (c) I, ii
 - (d) I,ii,iii

27. Monitoring and evaluation on inclusive education based on the information collected from

- (a) Direct observation of the student's performance
- (b) Evaluation of student's academic achievement
- (c) Students attention
- (d) All the above

28. In visual impairment, total absence of sight is known as

- (a) Darkness
- (b) Short sight
- (c) Low vision
- (d) Blindness

29. A child with an impairment of visual functioning even after treatment is known as

- (a) Darkness
- (b) Short sight
- (c) Low vision
- (d) Blindness

30. In complete development of brain and uncommon social behavior is

- (a) Mental retardation
- (b) Hearing impairment
- (c) Loco motor impairment
- (d) Learning disability

31. Which of the following indicates the child in visually impaired

- (a) Child exhibiting difficulty in reading from the blackboard
- (b) Child frequently ask other children when taking down notes from the black board
- (c) Child face difficulty in recognizing distant objects
- (d) All the above

32. Which of the following indicates the child has hearing impairment

- (a) Child understands only after few repetitions
- (b) Child unable to respond when teacher calls from short distance
- (c) Child favor one ear for listening purposes
- (d) All the above

33. A child reverses letters or symbols while reading or writing is
- (a) Disc calculation (b) Mental retardation
(c) Dyxlesia (d) All the above
34. Aids and appliances for visually impaired are
- (a) Glasses or lenses (b) White cane
(c) Braille slate (d) All the above
35. Amount allotted in SSA Inclusive education for development of low Cost Teaching learning material to meet the need CWAN
- (a) Rs .500 (b) Rs. 1000
(c) Rs. 1000 (d) Rs. 2000
36. Which scheme helps to removal the architecture barriers in schools?
- (a) SSA (b) MHRD
(c) CWSN (d) UGC
37. Autism is
- (a) Mental illness (b) Mental retardation
(c) Pervasive Developmental Disorder (d) All the above
38. Autistic Spectrum Disorder includes
- (a) Autistic Disorder, (b) Asperger's Disorder,
(c) Childhood Disintegrative Disorder. (d) All the above
39. Autistic Spectrum Disorder manifests as differences in development in
- (a) Verbal and non-verbal communication, (b) Social interactions
(c) imagination, (d) All the above

40. Which of the following is correct?

- (a) Autism is a mental retardation
- (b) Autism does not affect the intelligence of a person
- (c) Autism affects the learning style of a person
- (d) All the above

41. Which of the following technique is effective for skill development in people with Autism?

- (a) Applied Behaviour Analysis
- (b) Verbal Behavior Analysis
- (c) Picture Exchange Communication Systems
- (d) All the above

42. Which of the following is the common symptoms of visual sensory issues in people with Autism?

- (a) Looks from the corner of the eye
- (b) Spin themselves or other objects
- (c) Watch things that go round and round
- (d) All the above

43. A combination of visual and hearing impairment is

- (a) Deaf blindness
- (b) aurally challenged
- (c) Blindness with hearing impairment
- (d) blind deaf

44. What are the causes for deaf blindness?

- (a) Genetic disorders
- (b) Maternal illness during pregnancy
- (c) Hypoxia during birth
- (d) All of the above

45. Which of the following training is given to people with sensory integration dysfunction?

- (a) Sensory Integration Therapy
- (b) Visual training
- (c) Sensory adaptation therapy
- (d) All the above

46. Which of the following instruction is given to deaf blind students to understand his environment?

- (a) Orientation and Mobility
- (b) visual training
- (c) Sensory adaptation therapy
- (d) All the above

47. What are the common communication methods used by deaf blind people?

- (a) Tactile finger spelling Tactile sign language
- (b) Print on palm
- (c) Tactile sign language
- (d) All of the above.

48. Children who have a combination of severe disabilities are called

- (a) Multiply Disabled
- (b) Disabled
- (c) Severely challenged
- (d) All the above

49. Children with Autistic Spectrum Disorder demonstrate deficits in

- (a) Social interaction
- (b) Verbal and nonverbal communication,
- (c) Repetitive behaviors or interests
- (d) All the above

50. Hearing loss results from defects in the outer or middle Ear

- (a) Sensory neural Hearing Loss
- (b) Conductive Hearing Loss
- (c) Central Auditory Disorder
- (d) Mixed Hearing Loss

51. Permanent hearing loss that is a result of damage to the cochlea or auditory nerve

- (a) Sensory neural Hearing Loss
- (b) Conductive Hearing Loss
- (c) Central Auditory Disorder
- (d) Mixed Hearing Loss

52. Mental illness seen in children are

- (a) Anxiety Disorders:
- (b) Disruptive Behaviour disorder
- (c) Affective disorders
- (d) All the above

53. A child has difficulty in expressing him- or herself using speech is
- (a) Expressive language disorder (b) Language disorder
(c) Communication disorder (d) Hearing problems disorder
54. Acquired expressive language disorder is caused by
- (a) Damage to the brain (b) Stroke
(c) Traumatic head injury (d) All the above
55. When a child does not develop the ability to produce some or all sounds necessary for speech that are normally used at his or her age is ?
- (a) Phonological disorder occurs (b) Expressive language disorder
(c) Language disorder (d) Communication disorder
56. Phonological disorder is also called as
- (a) Articulation disorder (b) Developmental articulation disorder
(c) Speech sound production disorder (d) All the above
57. Informal way of collecting information about a child with regards to how he/she functions
- (a) Functional Assessment (b) Formal assessment
(c) Non functional assessment (d) Formative assessment
58. Functional assessment is through
- (a) Observation (b) Interviews
(c) Questionnaires (d) All the above
59. Assessment in inclusive education is for
- (a) Screening and identification (b) Eligibility and diagnosis
(c) IEP development and placement (d) Instructional planning

60. Involuntary, rhythmical, repeated movements of one or both eyes in horizontal vertical or circular direction is due to

- (a) Nystagmus (b) Vertigo
(c) Nyctalopia (d) All the above

61. Special Appliances for Visually Impaired Children

- (a) Braille slate and stylus (b) Braille or Braille Writer
(c) Abacus (d) All the above

62. Low Vision Aid (LVA) are

- (a) Hand-held or stand magnifiers (b) Illuminated magnifiers,
(c) Spectacles (d) All the above

63. Which of the following technique helps visually impaired students in locating obstacles along the route and provide information about the environment.?

- (a) Cane Technique (b) Walk technique
(c) Hurdle removers (d) Alone technique

64. What are the mobility techniques taught for visually impaired students?

- (a) Sighted guide technique (b) Protective techniques
(c) Cane techniques (d) All the above

65. Which of the following educational policy referred integrated education for special children?

- (a) NPE1986. (b) NEP1968
(c) Kothari commission (d) Mudhaliar commission

66. Which of the following constitutional amendment made provision for Inclusive education?

- (a) 86th amendment (b) 92nd amendment
(c) 64th amendment (d) 46th amendment

67. Which of the following organization is responsible for monitoring and standardizing

Special education courses?

- (a) Rehabilitation council of India (b) Special education council of India
(c) Disabled commission (d) UGC

68. Which of the following disabilities covered under PDA 1995?

- (i) Leprosy cured (ii) Ii blindness
(iii) Mental illness (iv) Locomotors impaired
a) i b) ii c) ii iii iv d) i ii iii iv

69. Which of the following group are considered as more marginalized groups by national trust act 1999?

- (i) Cerebral palsy (ii) Autism
(iii) Mental retardation (iv) Multiple disability
a) i b) ii c) ii iii iv d) i ii iii iv

70. Which of the following act entrust the services and support to severely disabled children?

- (a) Persons with disabilities act 1995 (b) RCI act 1992
(c) National trust act -1999 (d) All the above

71. Which of the following act entrust the CWSN in an appropriate environment till 18 years?

- (a) Persons with disabilities act 1995 (b) RCI act 1992
(c) National trust act -1999 (d) All the above

72. Which of the following is the first centrally sponsored educational scheme for CWSN?

- (a) Integrated education for disabled children
- (b) Inclusive education for disabled.
- (c) ADIP
- (d) All the above

73. which of the following is the first pilot project on integrated education in India?

- (a) Project integrated education for disabled
- (b) Integrated education for disabled children
- (c) Inclusive education for disabled
- (d) ADIP

74. Amount of money allotted for integration of disabled children is

- (a) Rs. 1200 per child
- (b) Rs 1500 per child
- (c) Rs 2000 per child
- (d) Rs 1000 per child

75. What are the aspects of inclusive education in SSA?

- (a) Zero rejection policy
- (b) Flexibility for planning
- (c) Education to CWSN in an suitable environment
- (d) All the above

76. Which of the following policy adopted by SSA for inclusion of CSWN?

- (a) Zero reduction policy
- (b) Zero rejection policy
- (c) Inclusion policy
- (d) All the above

77. What are the interventions suggested under SSA for inclusive education?

- (a) Functional and formal assessment
- (b) Educational placement
- (c) Aids and appliances
- (d) All the above

78. Which is the most common form of cerebral palsy?

- (a) Spastic cerebral palsy (b) Athetoid cerebral palsy
(c) Ataxic cerebral palsy (d) Mixed cerebral palsy.

79. Child with stiff jerky and difficult movement is

- (a) Spastic cerebral palsy (b) Athetoid cerebral
(c) Ataxic cerebral palsy (d) Mixed cerebral palsy

80. Athetoid cerebral palsy is caused by damage to the

- (a) Spinal cord (b) nervous system
(c) Cerebellum (d) Cerebrum

81. Which of the following is learning disability

- (a) Dyslexia (b) Dysphasia
(c) Dyscalculas (d) Dysgraphia

a) i , b) ii c) I, ii, iv, d) i, ii, iii, iv

82. Dyslexia means difficulty in

- (a) Word recognition (b) reading rate
(c) Reading comprehension (d) All the above

83. Hearing impaired includes

- (i) Deaf (iii) Hard of hearing person
(ii) Partially Hearing impaired (iv) Partially deaf

a) i b) i, ii c) iii, iv d) i, iv

84. Cerebral palsy is an

- (a) Abnormal motor control posture resulting from brain injury
(b) Abnormal mental condition (c) Abnormal bone condition
(d) All the above

85. Types of cerebral palsy are

- (i) Spastic cerebral palsy
- (ii) Ataxic cerebral palsy
- (iii) A the told cerebral palsy
- (iv) Mixed cerebral palsy

a) i, ii, b) ii, iii c) i, iii, ii d) i, ii, iii, iv

86. Cerebral palsy is because of brain injuries occur in

- (a) Prenatal period of the child
- (b) Perinatal period of the child
- (c) In fatal period of the child
- (d) All the above

87. Special education assumes that

- (i) Separate group of children exists with special needs
- (ii) Special children have problems in learning
- (iii) Special children need special methods and teachers
- (iv) Special children need special environment.

a) i, b) ii, iii, iv c) i, iv d) i, ii, iii, iv

88. Process of bringing disabled children in to main streams schools without changing the school system is

- (a) Inclusive Education
- (b) Integrated education
- (c) Special Education
- (d) Disabled education

89. Inclusive education assumes that

- (i) Change the school system to fits the choice
- (ii) Addresses all types of individual needs
- (iii) School is responsible for children's learning
- (iv) Failure is the problem with the system not with the child.

a) i, ii, iii, iv b) i, ii, c) ii, iv d) All the above

90. Dysphasia, means

- (a) Impairment in hand writing
- (b) Impairment in Spelling
- (c) Impairment in organization of ideas
- (d) All the above

91. Dyscalculia means

- (a) Difficulties in learning maths concepts
- (b) Difficulties in memorising maths facts
- (c) Difficulties in organising numbers
- (d) All the above

92. IEDC means

- (a) Integrated Education for Disabled children
- (b) Inclusive Education for Disabled children
- (c) Inclusion Education for Disabled children
- (d) Impaired Education for Disabled children

93. Impairment means

- (a) Abnormality of Anatomical Structure
- (b) Loss of Psychological function
- (c) Loss of Hearing
- (d) All the above

94. Writing disability is also called

- (a) Dysphasia
- (b) Dyslexia
- (c) Dyscalculia
- (d) Dysgraphia

95. Dysgraphia affects

- (a) Handwriting
- (b) Calculation
- (c) Reading
- (d) All the above

96. Dyspraxia refers to

- (a) Difficulties with motor Skills
- (b) Difficulties with motor Handwriting
- (c) Difficulties with motor Learning
- (d) Difficulties with motor reading

97. Math disability is also called as

- (a) Dyscalculia
- (b) Dyspraxia
- (c) Dysgraphia
- (d) Dyslexia

98. Inclusive curriculum means

- (a) Only one curriculum for all Students
- (b) One curriculum for special education
- (c) Common Education
- (d) All the above

99. Strategies for teaching inclusive setting

- (a) Team teaching
- (b) Peer Tutoring
- (c) Cooperative Learning
- (d) All the above

100. Which of the following methods is most suitable for learning disabled children

- (a) Behaviour guidance method
- (b) Remedial teaching
- (c) Remedial teaching
- (d) All the above

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR 2013-2014

INCLUSIVE AWARENESS TEST

RESPONSE SHEET

Please tick (✓) the correct answer in the options given below:

Name :

Name of the Institution :

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APPENDIX: C**N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR****INCLUSIVE AWARENESS TEST (FINAL)****(Prepared by Akila.C and Mr.P.S.Prasad)****2013-2014**

1. CWSN Mean :

- (b) Special need children wealth (b) Children with special needs
- (d) Children want support and needs (e) Children welfare for special needs

2. RCI means

- (b) Regional child interaction (b) Regional central Institution
- (c) Rehabilitation care and intervention (d) Rehabilitation council of India

3. IEDC

- a. Integrated Education of Disabled children
- b. Inclusive Education of Disabled children
- c. Inclusive elementary education of disabled children
- d. Integrated Education for differently disabled children

4. Which of the following is the role of state Coordinator (SSI) in inclusive education?

- (a) Planning & Management of Inclusive Education
- (b) Conducting workshops on Inclusive Education
- (c) Constant support to function areas at district level
- (d) All the above

5. Who will supervise the work of special teachers in all the blocks?
- (a) District level coordinate for IE (b) BRTC for IE
(c) BRCC for IE (d) Resource teachers
6. Who will advice the general teachers on how to cooperate with the needs of special children irregular classroom?
- (a) Resource teachers (b) BRTC
(c) Special teachers (d) Psychologists
7. Who should keep a record of the visits made by resource teachers in a school?
- (a) Headmaster (b) Teachers
(c) Special teachers (d) All the above
8. Which assessment should use to determine the nature, type and extent of disability?
- (a) Formal assessment (b) Functioned assessment
(c) Summative assessment (d) Special assessment
9. Which type of assessment used to get an idea of the special child's Current level of functioning?
- (a) Functional assessment (b) Formal assessment
(c) Summative assessment (d) Special assessment
10. Resource teacher should
- (a) Give pre integration training to CWSN
(b) Teach the use of aids & Appliances
(c) Prepare of teaching learning material (d) All the above
11. Individualized Educational Plan includes
- (a) Needs of the special children (b) Special services required
(c) Most appropriate learning environment for the child
(d) All the above

12. In visual impairment, total absence of sight is known as

- (a) Darkness
- (b) Short sight
- (c) Low vision
- (d) Blindness

13. In complete development of brain and uncommon social behavior is

- (a) Mental retardation
- (b) Hearing impairment
- (c) Loco motor impairment
- (d) Learning disability

14. Which of the following indicates the child in visually impaired

- (a) Child exhibiting difficulty in reading from the blackboard
- (b) Child frequently ask other children when taking down notes from the black board
- (c) Child face difficulty in recognizing distant objects
- (d) All the above

15. A child reverses letters or symbols while reading or writing is

- (a) Disc calculation
- (b) Mental retardation
- (c) Dyxlesia
- (d) All the above

16. Amount allotted in SSA Inclusive education for development of low Cost Teaching

learning material to meet the need CWAN

- (a) Rs .500
- (b) Rs. 1000
- (c) Rs. 1000
- (d) Rs. 2000

17. Which scheme helps to removal the architecture barriers in schools?

- (a) SSA
- (b) MHRD
- (c) CWSN
- (d) UGC

18. Autistic Spectrum Disorder manifests as differences in development in
- (a) Verbal and non-verbal communication,
 - (b) Social interactions
 - (c) imagination,
 - (d) All the above
19. Which of the following training is given to people with sensory integration dysfunction?
- (a) Sensory Integration Therapy
 - (b) Visual training
 - (c) Sensory adaptation therapy
 - (d) All the above
20. Children who have a combination of severe disabilities are called
- (a) Multiply Disabled
 - (b) Disabled
 - (c) Severely challenged
 - (d) All the above
21. When a child does not develop the ability to produce some or all sounds necessary for speech that are normally used at his or her age is ?
- (a) Phonological disorder occurs
 - (b) Expressive language disorder
 - (c) Language disorder
 - (d) Communication disorder
22. What are the mobility techniques taught for visually impaired students?
- (a) Sighted guide technique
 - (b) Protective techniques
 - (c) Cane techniques
 - (d) All the above
23. Which of the following educational policy referred integrated education for special children?
- (a) NPE1986.
 - (b) NEP1968
 - (c) Kothari commission
 - (d) Mudhaliar commission

24. Which of the following group are considered as more marginalized groups by national trust

act 1999?

- (i) Cerebral palsy
 - (ii) Autism
 - (iii) Mental retardation
 - (iv) Multiple disability
- a) i b) ii c) ii iii iv d) i ii iii iv

25. Which of the following is the first centrally sponsored educational scheme for CWSN?

- (a) Integrated education for disabled children
- (b) Inclusive education for disabled.
- (c) ADIP
- (d) All the above

26. What are the interventions suggested under SSA for inclusive education?

- (a) Functional and formal assessment
- (b) Educational placement
- (c) Aids and appliances
- (d) All the above

27. Dyslexia means difficulty in

- (a) Word recognition
- (b) reading rate
- (c) Reading comprehension
- (d) All the above

28. Dysphasia, means

- (a) Impairment in hand writing
- (b) Impairment in

Spelling

- (c) Impairment in organization of ideas
- (d) All the above

29. Dyscalculia means

- (a) Difficulties in learning maths concepts
- (b) Difficulties in memorising maths facts
- (c) Difficulties in organising numbers
- (d) All the above

30. Dyspraxia refers to

- (a) Difficulties with motor Skills
- (b) Difficulties with motor Handwriting
- (c) Difficulties with motor Learning
- (d) Difficulties with motor reading

31. Math disability is also called as

- (a) Dyscalculia
- (b) Dyspraxia
- (c) Dysgraphia
- (d) Dyslexia

32. Strategies for teaching inclusive setting

- (a) Team teaching
- (b) Peer Tutoring
- (c) Cooperative Learning
- (d) All the above

33. Which of the following is the first centrally sponsored educational scheme for CWSN?

- (a) Integrated education for disabled children
- (b) Inclusive education for disabled.
- (c) ADIP
- (d) All the above

APPENDIX-E

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR 2013-2014

INCLUSIVE AWARENESS TEST

SCORING KEY (FINAL)

Sl.No	ANS	SL.No	ANS
1.	B	21.	A
2.	D	22.	C
3.	A	23.	A
4.	D	24.	A
5.	D	25.	D
6.	A	26.	A
7.	A	27.	B
8.	A	28.	C
9.	A	29.	D
10.	B	30.	D
11.	D	31.	D
12.	D	32.	A
13.	C	33.	D
14.	C		
15.	A		
16.	C		
17.	D		
18.	A		
19.	A		
20.	A		

ATTITUDE TOWARDS INCLUSIVE EDUCATION SCALE

Authors: A.Bency and Mr.P.S.Prasad

(2009)

Dear Prospective Teacher

I am conducting a research study on the topic “Attitude towards Inclusive Education”. Therefore I request you to give your response in the form provided. Your responses will be used only research purpose.

Thanking you,

Yours Sincerely,

A.Bency

Instructions

Certain statements related to **Attitude Towards Inclusive Education** are given below. Each statement has five Choices viz: Strongly Agree, Agree, neutral, Disagree, Strongly Disagree representing SA/A/N/D/SD. Please read each statement carefully and answer them by making a tick (✓) mark against the answer, which you think as appropriate for yourself. Please don't leave any statement unanswered.

No	Statement	SA	A	U	D	SD
1	I am not familiar with the behavioural characteristics of disabled students.					
2	I don't know the psychology of special children.					
3	I don't feel that the disabled students move friendly with the normal students.					
4	I don't feel that the disabled students could cope up with the normal students.					

No	Statement	SA	A	U	D	SD
6	I don't have confidence to teach special children along with normal children					
7	I enjoy reading articles about inclusive education.					
8	I feel that the prejudices and discriminations of students based on disability will be reduced.					
9	I feel inadequate in my preparation for teaching my subject to a student with physical disability.					
10	I feel free to move with the disabled in inclusive classrooms.					
11	I feel I know enough concepts in inclusive education.					
12	I feel I should learn more problems of inclusive education.					
13	I feel more comfortable in a school in which there are no students with disabilities.					
14	I feel difficult to face special children along with normal					
15	I heartily welcome inclusive education.					
16	I think that the standard of normal children will decrease in inclusive class room					
17	I think and don't have enough knowledge to give guidance and counseling to special children.					
18	I won't work in schools with inclusion.					
19	I wish to teach my subject to disabled children in inclusive classroom.					
20	As a teacher I should be expected to make adjustment to serve the special needs of students with disabilities.					
21	Co-operative learning is best if peers conduct a science investigation with the disabled person as an observer.					
22	Discipline should be maintained through love and affection in inclusive classrooms.					

No	Statement	SA	A	U	D	SD
24	India will achieve the Universalisation of elementary education only through inclusion.					
25	Inclusive education develops critical thinking among disabled students.					
26	Inclusive education in a developing country like India is useless.					
27	Implementation of inclusive education make more problem.					
28	Inclusive education helps in emotional adjustment of special children.					
29	Inclusive education increase the ability of special children.					
30	Inclusive education help to improve the self confidence of special children.					
31	Inclusive education brings more evil than good.					
32	Inclusive education helps to develop the Individuality of the children.					
33	Inclusive education helps to develop social values in students.					
34	Inclusive education is education for all.					
35	Inclusive education develops confidence in disabled learners and provides opportunities for self expression.					
36	Inclusive education is a potential tool to enrich the language ability of special children.					
37	Inclusive education will increase the work load of teachers.					
38	My grasp of inclusive issue is good.					
39	My knowledge of inclusive education is poor.					
40	Prospective teachers need special training to over come prejudices and emotional barriers in working with students with disabilities.					

APPENDIX-F

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR 2013-2014

INCLUSIVE AWARENESS TEST

SCORING KEY (DRAFT)

SCORING KEY

1	B	21	C
2	D	22	D
3	A	23	D
4	D	24	D
5	A	25	A
6	D	26	C
7	A	27	D
8	A	28	D
9	A	29	C
10	A	30	A
11	C	31	D
12	A	32	D
13	C	33	C
14	D	34	C
15	A	35	A
16	A	36	A
17	A	37	C
18	C	38	D
19	A	39	D
20	D	40	C

41	D	65	A
42	D	66	A
43	A	67	A
44	A	68	D
45	A	69	D
46	A	70	C
47	D	71	A
48	A	72	A
49	D	73	A
50	B	74	A
51	A	75	A
52	D	76	B
53	A	77	D
54	A	78	C
55	A	79	C
56	D	80	C
57	A	81	D
58	D	82	D
59	A	83	D
60	B	84	A
61	D	85	D
62	A	86	B
63	A	87	D
64	C	88	B
89	D	90	D

91	D
92	A
93	D
94	A
95	A
96	A
97	A
98	A
99	D
100	A