

**A STUDY OF THE PARENTAL AWARENESS AND ATTITUDE
TOWARDS INCLUSIVE EDUCATION IN JAMMU DISTRICT**



A

DISSERTATION

**SUBMITTED TO THE MIER COLLEGE OF EDUCATION
(AUTONOMOUS)**

UNIVERSITY OF JAMMU

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION**

SUPERVISOR

**Dr. Rohnika Sharma
Assistant Professor**

INVESTIGATOR

**Rukma Rathore
M.Ed. Sem-4
Roll No. 1601010**

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU

2018



MIER COLLEGE OF EDUCATION

Autonomous

College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A' Grade
ISO 9001:2008 Certified

CERTIFICATE

This is to certify that **Ms. Rukma Rathore**, student of M.Ed., Semester IV, Session 2016-18, bearing Roll No. 1601010 has worked under my supervision for her dissertation entitled

A STUDY OF THE PARENTAL AWARENESS AND ATTITUDE TOWARDS INCLUSIVE EDUCATION IN JAMMU DISTRICT

Her dissertation is fit for submission in partial fulfillment of the requirements for the award of the Degree of Master of Education.

DATE:

(Dr. Rohnika Sharma)

SUPERVISOR

(i)

श्रेष्ठ

B.C. Road Jammu
180 001

Ph.: 0191-2546078, 2565098
Fax: 0191-2548239

Email: principal@miercollege.in
Website: www.miercollege.in

ACKNOWLEDGEMENT

I wish my sincere gratitude to esteemed Dr. Rohnika Sharma, Assistant Professor, MIER College of Education under whose eminent and able supervision, the present study was undertaken. It was only due to her valuable academic guidance, encouragement, deep personal interest and inspiration that the present study could be completed in time. I wish to place on record my heartfelt gratitude Dr. Arun Gupta, Chairman and Dr. Adit Gupta Principal MIER college of Education, Dr N.R Sharma, H.O.D, who deserve special mention and appreciation for providing me valuable access to various facilities for conducting research and also the freedom to interact with the students and staff of the different wings of the institution. Their intellectual and academic inputs have helped improve the quality of this work significantly. I am thankful to the principals and teachers of all the schools who allowed me to collect data from their schools and of course the students who participated in this study.

I wish to acknowledge the invaluable support and cooperation rendered to me by the staff members of Computer Science Department at MIER in setting up and making operational the technology classrooms which was the nerve centre of the entire study. I would also like to acknowledge the support provided at MIER College of Education's Library.

Last but not the least, I thank my family members especially my father, Ajit K Rathore, my grandma, Rattna Manhas Rathore and my best friends for their love, support and encouragement, which consistently motivated me to pursue and complete this research. Finally, I wish to sincerely thank my peer group for understanding and cooperating with me in times of difficulty. Their love and support contributed immensely in completion of this research.

RUKMA RATHORE

TABLE OF CONTENTS

SUPERVISOR CERTIFICATE	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii-v
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
ABBREVIATIONS USED	ix
ABSTRACT	x
CHAPTER NO.	PAGE NO.
CHAPTER-1: INTRODUCTION	
1.1 Introduction	1
1.2 Historical Overview	3
1.3 Inclusive Education	6
1.4 Awareness	9
1.5 Awareness Towards Inclusive Education	10
1.6 Attitude	11
1.7 Attitude Towards Inclusive Education	11
1.8 Inclusive Education in India	12
1.9 Inclusive Education in Jammu and Kashmir	14
1.10 Need for Inclusive Education in India	15
1.11 Significance of the study	17
1.12 Statement of the problem	17
1.13 Operational Definitions of the terms	18
1.14 Objectives of the study	18
1.15 Research Questions	19
1.16 Delimitations of the Study	19

CHAPTER-2: REVIEW OF THE RELATED LITERATURE	
2.1 Introduction	20
2.2 Review of the related literature	21
CHATER-3: RESEARCH METHODOLOGY	
3.1 Introduction	34
3.2 Design of the study	34
3.2.1 Variables Studied	35
3.2.2 Method	35
3.2.3 Sample	36
3.2.4 Tools Employed	36
3.2.5 Description of the Tools	36
3.2.6 Construction of the Tools	37
3.2.7 Scoring of the Tools	40
3.3 Administration of the Tool	41
3.4 Statistical Technique	41
3.5 Procedure	41
CHAPTER-4: ANALYSIS AND INTERPRETATION OF THE DATA	
4.1 Introduction	43
4.2 Objectives of the Study	43
4.3 Research Questions	44
4.4 Research Question-Wise Analysis	44

CHAPTER-5: FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH	
5.1 Introduction	61
5.2 Major Findings of the Study	62
5.2.1 Research Objective 1	62
5.2.2 Research Objective 2	65
5.2.3 Research Objective 3	71
5.2.4 Research Objective 4	71
5.2.5 Research Objective 5	71
5.2.6 Research Objective 6	71
5.3 Conclusion	71
5.4 Educational Implications	72
5.5 Suggestions for Further Research	73
SUMMARY	74
REFERENCES	92
APPENDICES	95

LIST OF TABLES

Table No.	Title	Page No.
Table 3.1	Schools with No. of parents and their residential background selected for the study.	36
Table 4.1	Item wise Frequency and Percentage of the Parental Awareness towards Inclusive Education in Jammu District	45
Table 4.2	Item wise Frequency and Percentage of the Parental Attitude towards Inclusive Education in Jammu District.	50
Table 4.3	Mean, Standard Deviation and <i>t</i> -test for the study of the difference in the Parental Awareness towards Inclusive Education between the Illiterate and Literate Parents in Jammu District.	57
Table 4.4	Mean, Standard Deviation and <i>t</i> -test for the study of the difference in the Parental Attitude towards Inclusive Education between the Illiterate and Literate Parents in Jammu District.	58
Table 4.5	Mean, Standard Deviation and <i>t</i> -test for the study of the difference in the Parental Awareness towards Inclusive Education between the Rural and Urban Parents in Jammu District.	59
Table 4.6	Mean, Standard Deviation and <i>t</i> -test for the study of the difference in the Parental Awareness towards Inclusive Education between the Rural and Urban Parents in Jammu District.	60

LIST OF FIGURES

Figure No.	Title	Page No.
Fig. 4.1.1	The Parental Awareness towards Inclusive Education in Jammu District.	49
Fig. 4.2.1	The Parental Attitude towards Inclusive Education in Jammu District.	57

LIST OF APPENDICES

Appendix No.	Title	Page No.
APPENDIX A	QUESTIONNAIRE FOR THE PARENTAL AWARENESS TOWARDS INCLUSIVE EDUCATION	95
APPENDIX B	SCALE FOR THE PARENTAL ATTITUDE TOWARDS INCLUSIVE EDUCATION	97

ABBREVIATIONS USED

AIDS	:	Acquired Immunodeficiency Syndrome
HIV	:	Human Immunodeficiency Virus
IEDC	:	Integrated Education of Disabled Children
NGO	:	Non-governmental Organization
NPE	:	National Policy of Education
PIMD	:	Profound Intellectual Multiple Disabilities
POA	:	Programme of Action
SJE	:	Social Justice and Empowerment
UN	:	United Nations
UNESCO	:	United Nations Educational Scientific and Cultural Organization

ABSTRACT

Inclusive education is an approach that looks into how to transform education system and other learning environments on order to respond to the diversity of learners. The focus of the present study was to investigate the awareness and attitude of the parents towards inclusive education in Jammu District. The sample consisted of 100 parents of Jammu District and the investigator used the descriptive survey method. For determining the level of awareness investigator developed a close ended questionnaire consisting of 20 items. In order to determine the level of attitude of the parent a 5-point scale through likert method has been developed and used. To study the level of awareness and attitude, frequency is applied and to study the difference in the level of awareness and attitude of parents towards inclusive education in relation to educational qualification and residential background, t-test was calculated. The results of the study reveal that there is no significant difference between the level of awareness towards inclusive education between the parents belonging to rural and urban areas in Jammu District. And there is no significant difference between the level of attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District. In nutshell, the overall awareness and attitude of the parents towards inclusive education is relatively low and negative. There is no statistically significant difference in the awareness and attitude towards inclusive education in relation to educational qualification and residential background.

CHAPTER-1

INTRODUCTION

1.1 INTRODUCTION

Education is perceived to mean essential human right; a force for social change and vital means for combating poverty, empowering the marginalized, safeguarding children from exploitation, promoting democracy and protecting the environment. It is a very important tool for the people all over the world to make balance of life and its existence on the earth. It stimulates everyone to go ahead and succeed in life as well as provides ability to overcome challenges in life. It is the one and only way to acquire knowledge and improve our skills in any particular field according to the need. It makes us able to create fine balance of our body, mind and spirit.

Each and every individual need proper education to enhance their own life standards as well as become a part of the social and economic growth of their society. Proper education identifies our career goals and teaches us to live in more civilized manner. Without education we cannot develop a healthy surrounding and generate an advance community. Everything in life is based on the knowledge and the skill of the people which ultimately comes from education. The bright future of any individual depends on the education system strategy followed.

School education serves a number of purposes from building confidence to teaching children, the importance of teamwork and working with others. School helps guide youngsters through the establishment of a daily routine and make them productive members of the society. School provides opportunities to kids to make friends of their own age and improve their social life. As schooling is such an important step in the life of any individual it should provide the foundation for life learning, it needs to be accessible, of high quality and sensitive to the most disadvantaged it needs to be accessible, of high quality and sensitive to the most disadvantaged. Thus, opportunity of school education for children with disabilities and marginalized groups call for collective efforts and it demands both political and social action.

The 21st century acts as a gateway towards development and innovation in technical fields as well as in education. Education no longer remains trapped in traditional beliefs and values. Present day society advocated education for all children in the same environment, especially the vulnerable and marginalized groups. No longer do people think of barring students having special needs from the education system. The overall development of all children will help in developing a society free from biases and distinctions.

Special education is term coined in the 19th century to educate exceptional children in a special protected environment as they were being excluded from the main education system. Though special environment groomed their personality, seclusion developed feeling of distressed and hesitation. It became necessary to maintain normalcy in their lives by providing them with an education and living environment as close to the normal as possible. Normalization can only be attained by diminishing barriers and bringing the disabled into the mainstream, reducing restrictions from their environment. As Mrs. Gandhi, Prime Minister of India stated while in inaugurating the international year of the disabled persons.

“The handicapped do not need pity. What they require is compassion. Pity is a momentary feeling, unlike compassion which moves a person’s heart and ensures that he stays back and helps the less privileged. When we show compassion towards the less fortunate, we are actually helping ourselves, since it enables us to realize the wholeness of human personality.”

Integrated education proved to be a step further towards mainstreaming as it was an educational programmed in which exceptional children can attend classes with normal children either on a part-time or a full-time basis. But it hampered the proper growth of an exceptional child as segregation still prevailed between two groups, i.e. the normal and the special. To eradicate the mistrust and the hesitation from the special group and develop social acceptance, the philosophy of inclusion came into being, lying stress on education for all children in least restrictive environment. “Children who are perceived ‘different’ because of their impairment, ethnic background, language, poverty, etc are often excluded or marginalized in society and local communities. Their inclusion means

changing the attitudes and practices of individuals, organizations and associations so that they can fully and equally participate in and contribute to the life of their community and culture. An inclusive society is one in which differences are respected and valued and actively combated in policies and practices.” (UNESCO)

If the right to education for all is to become a reality, we must ensure that all learners have access to quality education that meets basic learning needs and enriches lives. Still, today, millions of children, youth and adults continue to experience exclusion within and from education around the world. The UNESCO Convention against Discrimination in Education (1960) and other International Human Rights Treaties prohibit any exclusion from or limitation to educational opportunities on the basis of socially ascribed or perceived differences, such as, sex, ethnic origin, language, religion, nationality, social origin, economic condition, ability, etc. Education is not simply about making schools available for those who are already able to access them, it is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education, as well as in removing those barriers and obstacles that lead to exclusion.

1.2 HISTORICAL OVERVIEW

In order to understand the concept of inclusive education, one needs to reflect on the history education. Historical analysis shows that India had adopted principles of inclusion much before the west did. Researchers’ reconstructing the history of education in India have recorded that the country had a sustainable system of education till early 19th century that got systematically eroded by the missionary system over the next 50 years under British rule. During the pre-British era, while there was diversity, there was hardly any disparity of standards in education. There was one school for all. Even today, small rural schools provide such integrated education, little realizing that they are following a system coined in the west as ‘inclusive education’ after the 70 acknowledgement of Wolfe Berfer’s normalization principle, according to which we need to change the environment to suit the child and not the child to suit the environment.

The UNESCO report entitled ‘learning the treasure within’ by Jacques Delores, former president of the European Commission has also paid rich tribute to such ancient practices

in India. The segregation concept of special education was introduced by Christian missionaries during the last two decades of the 19th century with the establishment of the first school for the deaf in Mumbai in 1883 and the first school for the blind at Amritsar in 1887. At that time, there seemed to have been an unspoken conviction that children with disabilities cannot be educated alongside others.

The trend continued until the early sixties when international agencies reverted back to programmes of integrated education for visually impaired children. Education of mentally retarded children began in the late thirties while for children with learning difficulties is still in the initial stages of development. Government's appreciation of the need to integrate disabled children finally came in 1974 when the Union Ministry of Social Justice and Empowerment (SJE) launched the centrally sponsored scheme of Integrated Education of Disabled Children (IEDC).

Prior to the recent interventions done by the government of India, in 1972, children with neurological and multiple disabilities were not included in government classification and no schools existed to cater to their needs.

To change this situation, the first school were established in Mumbai, it approved technical support, giving a strong base for children with multiply and other disabilities. It introduced the concept that expertise and specialist knowledge was certainly necessary to achieve the desired progress. Thereafter a series of special schools and services were set up based on the first model.

In the year 1975, the 'Education for All Handicapped Children Act' was passed to provide free education and appropriate services to learners with disabilities. Furthermore, in article 2 of the convention on the right of the child (UN 1989). It was also indicated that no child should be discriminated against and every child has to receive education.

The fundamental right of children with development disabilities to receive an education was the first issue to mobilize the community living movement in 1950s. At the time, it was widely believed that the children with developmental disabilities could not learn. The government, therefore, accepted no responsibility for their education. Parents of children with developmental disabilities, understanding the potential of their sons and daughters to

learn and grow, responded by creating their own schools in places like church basements and private homes.

In 1955 parents created a provincial organization, which eventually grew into the BC Association for Community Living, and now, Inclusion BC. Ever since families have steadily advocated for changes in government laws and policies so that their children with disabilities would have the same right to be educated as other school-aged children.

Government slowly accepted responsibility for funding parent-run schools and eventually agreed that not just funding, but public schooling should be available to children with disabilities. Although the first educational programs developed by the school boards were segregated, they successfully laid the groundwork for parents and others to call for the inclusion of children in general education classes. The move to inclusive education throughout BC came in the late 1980s.

Inclusive education has also been the main focus of educational debate in the United Kingdom for the past 20 years, indication of progression from the controversy of the last 30 years surrounding the concept and practices of integration. The three traditional provisionals of integration identified by the Warnock Committee (DES 1978) Vocational, Social and Functional have been the main methods of bringing children with special educational needs to gather with their peers.

In the world conference Education for All, held Jomtien, Thailand, 1990, 155 countries and over 150 non-governmental organizations, agreed to achieve the goal of education for all. The targets were set and initiative taken in different countries to bring all children in the fold of general education, including those with special educational needs. The inclusion of pupil with barriers to learning and development in ordinary schools and classrooms is part of a global human rights movement. In 1994, at the UNESCO world conference of special need education, held in Salamanca, Spain, the idea of inclusive education was given further impetus. The conference considered the further international direction of special need to ensure the rights of children to receive a basic education. India is a signatory to the Salamanca statement and framework for action on special needs education that emphasizes quality education for all.

The marginalization and exclusion of learners from an educational system was addressed at the Daker World Education Forum in April 2000 and it was appropriately captured in the statement: “The challenge is to ensure that a broad vision of education for all as an inclusive concept is reflected in national government and funding agency policies. Education for all must take account of the need of the poor and the most disadvantaged young people and adults effected by the conflict, HIV/AIDS, hunger and poor health and those with special learning need.”

Education of children with disability has been a part of National Policy of Education (NPE, 1986) and the Programme of Action (POA, 1992). The last decade has seen the passing of three major legislations related to disability by the government of India, section 26 to 31, for creating inclusive learning environment in schools.

Inclusive education is a process, a never-ending search to find better ways of responding to diversity. It is about learning how to live with differences and learning how to learn from it. In this way differences come to be seen more positively as a stimulus for fostering learning amongst children and adults (UNESCO).

1.3 INCLUSIVE EDUCATION

Inclusive education is an approach that looks into how to transform education system and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment rather than a problem. Inclusive education emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen.

For a long time, children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education. But we now know that when children are educated together, positive academic and social outcomes occur for all the children involved.

We also know that simply placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment.

The following principles guide quality inclusive education:

All children belong: Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities - whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

All children learn in different ways: Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers work best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

It is every child's right to be included: Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children of their own age and have access to the general education curriculum.

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Implementation of these practices varies. Schools most frequently use the inclusion model for selected schools with mild to moderate special needs. Fully inclusive schools,

which are rare, do not separate ‘general education’ and ‘special education’ programs; instead, the school is restructured so that all students together.

Inclusive education differs from the ‘integration’ and ‘mainstreaming’ model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming ‘ready for’ or deserving of accommodation by the mainstream. By contrast, inclusion is about the child’s right to participate and the school’s duty to accept the child.

A premium is placed upon full participation by students with disabilities and upon respect for their social, civil and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human differences. Richard Wilkinson and Kate Pickett wrote, “student performance and behavior in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish.”

Inclusive education is an approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. It is about making sure that each and every student feels welcome and their unique needs and learning styles are attended to and valued.

Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from different linguistic, ethnic or cultural minorities and children from other disadvantaged areas or group. Inclusion is about change in school to improve the education system for all students. It means change in the curriculum, changes in teaching learning strategies, as well as changes in how students with or without special needs interact with and relate on one another. Inclusive education practices reflect the changing culture of contemporary schools with emphasis on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches and increased attention to diverse students. Inclusion is a philosophy built on

the belief that all people are equally and should be respected and valued as an issue of basic human rights. Thus, it means that all children with or without disabilities can learn together.

Inclusive education is the contemporary term that refers to “the practice of educating students with moderate to severe disabilities alongside their chronological age peers without disabilities in general classrooms within their home neighborhood schools” (Alper, 2003, p.15). The inclusion philosophy is based on the principle of equal opportunity for all people. Accordingly, in a democratic society, students with disabilities should not be denied access to public education based on their disabilities.

1.4 AWARENESS

Awareness is the ability to directly know and perceive, to feel, or to be cognizant of events. More broadly, it is the state of being conscious of something. Awareness is a relative concept. It may be focused on an internal state, such as a visceral feeling, or on external events by way of sensory perception. Insects do not have consciousness in the usual sense because they lack the brain capacity for thought and understanding.

Awareness is a term used to denote ‘knowledge created through the interaction of an agent and its environment’- in simple terms ‘knowing what is going on.’ Awareness is meant to convey how individuals monitor and perceive the information surrounding them and the environment they are in. It is the knowledge that something exists, or understanding of a situation or a subject based on information or experience.

Awareness enables us to notice things. As one develops awareness, he is able to make changes in the thoughts and interpretations of things he constructs in his mind. A well aware person knows and understands his environment and the developments taking place around him and can react responsibly towards them. Awareness plants the seed of change in how we perceive and understand different things. It contributes to the information we have about various things.

It is a social activity in which we take cues from those around us which can influence our awareness and lead to a greater shared awareness. Awareness is knowledge about the

state of an environment. It is the public or common knowledge or understanding about a social, scientific, or political issue. Awareness is defined as the sum of all abilities which permit us to respect the basic rights of existence in every situation. Awareness is being perceptually knowledge.

1.5 AWARENESS TOWARDS INCLUSIVE EDUCATION

There is a lack of awareness when it comes to extending help to socially disadvantaged groups. Several organizations both government and non-government organize several seminars on inclusive education but they are unable to generate enough knowledge and awareness in the society. The awareness on inclusive education is at an infancy stage due to which the educational institutions are somewhat skeptical about having both normal and special children studying in the same classroom and the whole society is not very keen on this either.

Due to the lack of awareness among teachers, parents and school authorities, the disabled children are usually labeled as slow, behind, incapable and failures. Some of the parents are even apprehensive about inclusive education in terms of combined academics. They fear for the academic future of their children as they feel their children will get disturbed, while on the other hand the disabled children would not be able to meet the standards of children without disabilities. Parents are also of the view that children with disabilities can do better in separate classes which are designed for them. In some cases, the parents are not even aware of the programmes run by the government and NGOs for the disabled children.

However, some sections of the society do have an idea of inclusive setup, it's importance and need. They are aware of every child's right to education, whether disabled or not. They are compassionate towards children with disabilities and are well informed about their difficulties and requirements. They know how inclusive education help in providing better educational and social opportunities to children with disabilities and also encourage it.

1.6 ATTITUDE

Attitude is an expression of inner feeling and beliefs that reflect whether a person is favorable or unfavorable predisposed to some phenomenon. As an outcome but must be inferred from what people say or how they behave. It is an inner feelings and belief of an individual towards a particular phenomenon. These are the prime moves of thought and action.

Attitude is a mental and neural state of readiness organized through experience, exerting a dynamic influence upon the individual's response to all objects and situation with it is related. It is the degree of positive and negative effect associated with some psychological aspect. An attitude is the way in which a person feels about a psychological object. Attitude is the effect for or against a psychological object.

Attitude is closely related to opinion. A distinction can be made, however, in that a person can state his opinion in words but may not be able to express his attitude by his action and only indirectly by the content of his statement. Attitude is remarkably noted in convert behavior of individual. There are three important components of attitude: cognitive, affective and psychomotor behavior. Cognitive includes a person's perceptions, beliefs and stereotype opinions which are the substitutes for cognitive components. Behavioral components consist of the tendency to act or react to the object in certain ways. Attitude depends upon the environment in which individual lives. It does not develop abruptly. The development of attitude is a slow process and it involves interest in the subject and some degree of individual environment with the object.

1.7 ATTITUDE TOWARDS INCLUSIVE EDUCATION

The attitudes of all concerned in implementing an inclusive program have been identified as major factors effecting its success or failure (Hoad 1998, Rose and Smith 1993). There is a multitude of factors that facilitate successful inclusive education. School administrators, teachers and other staff have a responsibility to meet personal, social and academic needs of all students while they are in school (Kochar, West and Taymans, 2000). According to Kochar, West and Taymans, schools need to provide the necessary

planning, support and services for their staff in order to ensure successful inclusion practices for students with disabilities.

Parents who favor inclusion believe that it would increase the child's learning ability due to higher standards in a regular classroom, and would provide a stimulating environment for learning. A majority of parents show favorable attitude towards inclusion in terms of promoting positive role models, friendships, facilitating acquisition of pre-academic, social, language and motor skills. Parents who do not favor inclusive education feel that teachers would be overburdened with the children's disabilities and that the classroom would not accept and welcome disabled children.

Parents of some regular children also prefer having their children in classes that include children with disabilities. The concerns they show are in the effectiveness of instructions, the fact that some children do not receive enough help from the teachers and that their children emulate the inappropriate behavior of children with special needs. The other concern they state is that the demands of children with special needs become so great, that they interfere or compromise their own child's growth and education. Therefore, for effective implementation of inclusive education parents of both children with and without disabilities should have a positive and supportive attitude towards inclusive education.

1.8 INCLUSIVE EDUCATION IN INDIA

The constitution of India clearly states in the Preamble that everyone has the right to equality of status and opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the right to work, education and public assistance in certain cases including disablement. Further, Article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act 2002 has been enacted by the parliament making education a fundamental right of all children in the age of group 6-14 years. Moreover, the 93rd Amendment to the Constitution of India (now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001, makes it mandatory for the government to provide free and compulsory education to 'all children of the age of 6-14 years', with its preamble

clarifying that 'all' includes children with disabilities as well. Yet inevitably again, vital loose ends of such enabling legislation and policies are not tied up.

The National Policy on Education, 1986 (NPE, 1996), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE, 1996 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence."

Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstreaming schools. The term 'Special Need Education' has come into use as a replacement for the term 'Special Education', as older one was mainly understood to refer the education of all those children and youth whose needs arise from disabilities or learning difficulties. The Statement affirms: "those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs." This leads to the vision of 'Inclusive Education.'

Policy in India has always leaned towards inclusive education. From the Kothari Commission in the early days of the republic, the Indian government tends to write inclusive policies on education. The Indian government has included children with special needs under several of their education initiatives, including the Sarva Shiksha Abhiyan. There are several national and local NGOs that champion the cause of children with disabilities and provide specific resource centers in support of inclusive education. However, these policies and initiatives are not perfectly inclusive and do not receive the necessary support and response from all sections of the society.

It is both sad and unfortunate that not many private and public schools are going for inclusive education in India due to which a majority of children with special needs do not receive any formal education, in spite of the efforts of the government. The children with disabilities and learning deficiencies are segregated from main stream schools and other regular routines and social activities of normal children. According to Dr. Mithu Alur, founder of the Spastics Society of India and coordinator at the National Resource Centre

for Inclusion, “Children need to be with other children. Sending them to a school for disabled will not help.” Other contributing factors to this situation are faulty curriculum, lack of collective effort from the society, attitude of the parents, affordability and awareness on the kind of education choices available to children with special needs.

1.9 INCLUSIVE EDUCATION IN JAMMU AND KASHMIR

The condition of inclusive education is no better in Jammu and Kashmir than the rest of India. The government here is lagging on education for children with special needs. There is very less to no special facilities in the educational institutions. The government does not even operate any special schools and most of them have to study in normal schools who do not cater to their special needs. There is no inclusive facility in government schools.

According to the census report, Jammu and Kashmir has a 3.60 lakh differently-abled individuals out of which 2.8 lakh are visually impaired, 38000 physically handicapped, 17000 have speech disabilities and 13000 have hearing disabilities. The state government has identified 30,237 children with special needs in 2016-2017 out of which it said 24,363 are enrolled in government schools.

The education department has established resource rooms at district levels to provide education to special children in Braille, sign language and other techniques under concept of relaxed curriculum for which the resource persons or special educators were employed through state project director Sarve Shiksha Abhiyan. The children with disabilities, mostly blind and deaf who were taking benefit of these special educators are now in schools where the general line teachers too are worried how to create inclusive educational system for these children with disabilities. This is the major reason for the drop out of children disabilities.

Arif Ahmad, Joint Secretary publication of JK BOSE said that the Board provides books to specially challenged students, but the books are not specially made for them. Nodal Officer of the special cell Dr. Rabia Naseem said that right now government has no special arrangements for disabled children in schools. In her own words, “Very soon our new concept of having inclusive classrooms for disabled children will be introduced

where they will study with normal students and everything will be suited to their needs and requirements. Right now disabled children study with normal students without having proper facilities, but in inclusive classroom proposal we have taken their necessities into consideration. Everything will be for their benefit.”

The people of Jammu and Kashmir are also not very informed on the topic of inclusive education, especially those who are not much literate and reside in the rural areas. There is a lot of misinformation and misconception on the topic as well. The strong and positive support every disabled child seeks and requires from his society is lacking. Inclusive education is still a taboo subject among many people.

1.10 NEED FOR INCLUSIVE EDUCATION IN INDIA

In the broader society there are many who still reject people with disabilities, sometimes even to the extent of questioning their right to life, at the same time as others are working to create a society where everybody can participate in common social goals.

In a democratic country like ours every child has a right to education, the right to receive help in learning to the limits of his capacity, whether the capacity be small or great. It is consistent with a democratic philosophy that all children be given equal opportunity to learn whether they are average, bright, dull, retarded, blind, deaf, crippled, delinquent, emotionally disturbed or otherwise limited or deviant in their capacities to learn. Equality of opportunity denotes two things- equality of access to school education and equality of success in school. In India, the families largely responsible for its members with disabilities. With the increase of women in the workforce and with fewer joint family systems in the urban area, many parents are concerned about their ability to take care of their children with disabilities. Also, parents have few opportunities to advocate for their children. Meetings are often difficult to organize and are poorly attended. In response to those needs, the National Institute for the Mentally Handicapped organized the first national meeting of the registered parent association in 1990.

In India, few provisions have historically been made for students with disabilities. The responsibility of caring for children with moderate to severe and profound disabilities generally has been left to parents and the few institutions managed by voluntary

organizations. These organizations often do not meet the demand. Only in the past decade has a Indian Government enacted legislation that has empowered children with disabilities and their families. This legislation has also provided for training of personnel working with children with disabilities.

The reality of need for inclusive education in India should be given importance and should be reviewed. Education of disabled children in the country has not covered even ten percent of the children. This slow coverage is a serious concern especially when the general education system is aiming at education for all children. Inclusive education emerges out as a positive alternative to increase the coverage. More than ninety percent of disabled children are found in the rural areas, majority of the special schools as well as integrated education programs are located in the cities or urban areas.

Therefore, the present coverage is benefiting urban based children only. Rural based children have to travel to the cities to avail education. Inclusive education tries to change this unrealistic scenario thereby enabling the disabled children to get opportunities for education in their own locations.

Therefore, the reality in India focuses on the need for inclusive education. The present dilemma in India is between what is ideal and what is possible. The ideal system of inclusive education is that the general education system should assume responsibility for the education of disabled children too. But the reality is different. In India, the general system is yet to be fully sensitized to the educational needs of children with disabilities and therefore, it needs the assistance of specialist teachers and committed parents.

But still the drive towards inclusive education is not just rhetoric. Rather, the reality of inclusive education is transforming the lives of millions of children and teachers in countries across the world. According to an organization for Economic Co-operation and Development report, there is a decline in the proportion of students in ‘special’ schools in most countries. Diversity in the mainstream is increasing in many countries. The vast majority of disabled children and young people in Iceland attend their local schools. In Italy more than 99.9% of all children in the state sector are educated in ordinary schools.

In the province of New Brunswick, in Canada, there are no 'special' schools. All children are educated in local mainstream schools.

Inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected. It responding to special needs will thus have positive returns for all pupils. All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all it's children.

1.11 SIGNIFICANCE OF THE STUDY

Many countries have been successful in promoting inclusive education practices and policies that remove barriers and create conditions which enable all children to learn. However, in poorer developing countries, as India is, the process of creating an inclusive system is more difficult. Factors such as lack of available funding, administrative and policy level support, and trained personnel pose challenges that slow down the progress. The ignorance of parents and their lack of knowledge of inclusive education continues to be a measure challenge in achieving the objective of inclusivity. The parents dwelling in urban areas don't have much information and the concept is almost alien to the parents living in rural areas as parent involvement is required in order to successfully implement inclusive education in India. For that there is need to find out parental attitude towards inclusion and their level of awareness about the same. Hence, there is a long way to go to fulfill the ultimate objective of inclusive education and the present study will certainly help in this direction.

1.12 STATEMENT OF THE PROBLEM

A STUDY OF THE PARENTAL AWERENESS AND ATTITUDE TOWARDS INCLUSIVE EDUCATION IN JAMMU DISTRICT.

1.13 OPERATIONAL DEFINITIONS OF THE TERMS

Parental Awareness refers to the ability of parents to directly know and perceive about inclusive education. It is the ability of the parents to directly know and perceive, to feel, or to be cognizant of events. More broadly, it is the parents' state of being conscious of something.

Parental Attitude refers to a parents' state of mind regarding the concept, object, value and it can be accessed through a positive and negative expression towards a person, place, thing or event, which intern influences the individual's thought and action. In the present study parents' attitude is taken into consideration specifically on inclusive education.

Inclusive Education refers to the education provided to all where inclusion policy is followed. As mentioned in the Salamanca report, inclusion refers to provision of equal education opportunity to all regardless of physical, intellectual, social, emotional, linguistic or any other disability condition. It also includes disadvantaged and marginalized groups like street children, working children, children from remote areas, minority groups and different types of special needs groups and gifted children.

1.14 OBJECTIVES OF THE STUDY

1. To find the parental awareness towards inclusive education in Jammu district.
2. To find the parental attitude towards inclusive education in Jammu district.
3. To find the difference in the parental awareness towards inclusive education between the illiterate and literate parents in Jammu District.
4. To find the difference in the parental attitude towards inclusive education between the illiterate and literate parents in Jammu District.
5. To find the difference in the parental awareness towards inclusive education between the parents belonging to the rural and urban areas in Jammu District.

6. To find the difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

1.15 RESEARCH QUESTIONS

1. What is the parental awareness towards inclusive education in Jammu district?
2. What is the parental attitude towards inclusive education in Jammu district?
3. Is there any difference in the parental awareness towards inclusive education between literate and illiterate parents in Jammu District?
4. Is there any difference in the parental attitude towards inclusive education between the literate and illiterate parents in Jammu District?
5. Is there any difference in the parental awareness towards inclusive education between the parents belonging to rural and urban areas in Jammu District?
6. Is there any difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District?

1.16 DELIMITATIONS OF THE STUDY

- The present study will be confined to Jammu District only.
- The present study consists of only 100 parents of Jammu District.

CHAPTER-2

REVIEW OF LITERATURE

2.1 INTRODUCTION

The phrase ‘review’ of ‘literature’ consists of two words: review and literature. The word ‘literature’ has conveyed different meaning from the traditional meaning. It is used with reference to the languages example Hindi literature, English literature, Sanskrit literature. It includes subject content: Prose, Poetry, Drams, Novels, Stories, etc. Here, in research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies.

The term ‘review’ means to organize the knowledge of the specific areas of research to evolve and edifice of knowledge to show that his study world be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesis the available knowledge of the field in a unique way to provide the rational for his study.

A review of related literature gives the scholar an understanding of the previous work that has been done. It enables us to know the mean of getting to the frontier in the field of our problem. It tells us what others have done and what still remains to be done in the area. The review of the literature provide us with an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research worker. A careful review of the research, research journal, books, dissertations, thesis and other sources of information of the problem to be investigated is one of the important steps in the planning of any research study. Brog (1997)

The task of review of literature is highly creative and tedious because research has to synthesis the available knowledge of the field in a unique way to provide the rational knowledge of the field in a unique way to provide the rational for his study.

The review of related literature in any field forms foundation upon which all the future works will be built. Study of related literature implies, location, reciting and evaluating reports of researches as well as reports the casual operation and opinion that they are related to the individual planned research project. It tells us what others have done and what still remains to be done in our area. Review of related literature allows the researcher to be acquainted with current knowledge in the field or area in which research is undertaken. The review of related literature also enables the researcher to define the limits. Thus, knowledge of related literature brings the up to date work which others have done and help to state that objectives clearly and consciously. In the words of the Walter Ro Roy, “the literature in any field forms the foundation upon which all the future work will be build.”

According to Charter V. Good, “The keys to vast store house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of result. In order to be creative and original, one must be extensively and critically as stimulus to thinking.”

The purpose of this chapter is not only to summarize relevant literature, but also to convince the reader of the legitimacy of the researcher’s assertions by providing sufficient logical and empirical support. (Rudestam and Newton, 2001)

For the present study the investigator consulted different books, encyclopaedias of educational research and current journals in education to refer to the studies which have been conducted in this field.

2.2 REVIEW OF RELATED LITERATURE

Meyers C.E. and Jan Blacher (1987) studied the parents’ perception. The study was for 99 parents of severely impaired school children, ages 3 to 8. The method of interview schedule was used to assess parent’s satisfaction with schooling, their involvement with it, their communication with the school, and the benefits they as parents believed they derived from schooling. The study also sought to understand the relationships among the above stated four dimensions of schooling and aspects of the family and home

environment. In this study an overall high involvement and satisfaction were reported by the majority of parents. Parent who were involved more correlated significantly with many factors reflecting the home and quality of parenting, including overall family adjustment and level of mother's education.

Hanline M.F. and Halvorsen (1989) interviewed parents of 14 students with disabilities to evaluate the support they received during their child's transition to an integrated education placement. The study tried to explore their concerns, and also to discuss the effect of integration. Most parents while expressing concerns also expressed satisfaction about integrating their child, and also about the professional and personal support provided.

Miller and Phillips (1992) research on the subject has shown that parents seem to hold predominantly positive attitudes towards inclusive education. For example, parents of typically developing children report that inclusive education helps their offspring to learn about and accept individual differences.

Peck C.A., Carlson P, and Helmstetter (1992) conducted a study on 'Parent and teacher perceptions of outcomes for typically developing children enrolled in integrated early childhood programs' surveyed 125 parents and 95 teachers involved in integrating children with disabilities into regular pre-school and kindergarten classrooms and social integration which has focused mainly on children with disabilities. The main focus of this study was to understand the outcomes of this arrangement for typically developing children. The finding of the study showed that both parents and teachers of typically developing children perceived that the children would benefit from such integration program. The findings also indicated that common concerns about potential drawback to integration, including reduction in teacher attention to typically developing children, were not generally considered as problem in the integration programs. These results indicated the willingness to broaden the programs to include more focused consideration of the potential benefits of mainstreaming for all children.

Fuchs and Fuchs (1994) found that parents of children with and without disabilities agree, in general, that inclusion is a positive educational practice for children with and without

disabilities. However, parents of children with and without disabilities are not as supportive of inclusion placements for more moderate-to severe disabilities, emotional impairments and cognitive impairments. This relationship is critical because one would assume a parent of a child with disability that supports inclusion for their children would be supportive of the inclusion of other children with disabilities, but this may not be the case.

Susan Green, Mark Shin (1994) conducted a study on 'Parent Attitudes about Special Education and Reintegration to find out the role of student outcomes' tried to find out how much parents actually know about what, and how much their children are learning. The study found that parents are generally satisfied their children receive good treatment in such setup

Holden (1995) studied that parents' attitudes and behaviour influence their children's, which is then carried over into later life. This indicated that parents who don't support inclusive education might negatively influence the formation of their child's attitude and behaviour.

Michael J. Guralnick, Robert T. Connor, and Mary Hammond (1995) in their study on 'Parent perception of peer relationships and friendships in integrated and specialized programs' interviewed a large community based sample of mothers of preschool-age children with established disabilities and those classified as at-risk to understand the issues on children's peer relations and friendships and found that the mothers of children enrolled in both integrated and specialized programs perceived their respective settings as valuable for the development of their child's peer relation and friendship. Mothers of children with disabilities studying in integrated setting reported that their disabled children played better and were more social due to the participation of children without special needs. But the study also found that both group of mothers were clearly concerned about peer rejection and noted the importance of having other children with special needs in the program available as a means of promoting tolerance and acceptance.

David S. Palmer, Sharon A. Borthwick-Duffy, Keith Widaman (1998) conducted a study on influences on 'Parent Perceptions of Inclusion Practices for their Children with Mental

Retardation.’ In this study the influences on parent perceptions regarding the practice of integrating students with significant cognitive disabilities into general education classroom were examined. The study identified 3,267 parents meeting the criteria and these parents were contacted by mail and asked to participate in the study. In response to the 3267 contact letters, only 995 parents returned postcard indicating their willingness to be respondents. These parents were then sent the inclusion survey, which was a 62 items instruments designed especially for the study. At the conclusion of the data collection phase of the study, only 476 questionnaires were returned, which represents a 15% return rate for the initial mailing and a survey. Of the 476 questionnaires returned, 16 were excluded from data analysis because they not completed; therefore, data from 460 survey were analyzed in subsequent procedure and the findings were based on these only. It was found out that perceptions were significantly influenced by characteristics of the parent and child as well as by factors associated with the child’s placement history. This study also concluded that factors influencing this perception differed according to varying dimensions of inclusion being implemented. The study concluded that the efficacy of any specific type of educational model cannot be determined without a consideration of the complex dynamics involved in the interplay between individual child characteristics, parent and family values, and perceived role of school.

Stoiber, Gettinger, and Goetz (1998) found that socioeconomic status, education level, marital status and number of children were associated with beliefs about inclusion. More positive beliefs were found for parents with college education compared to high school education, parents with one or two children compared to those with four or more children, and married parents compared to single parents.

Tess Bennett, Howa Lee and Brenda Lueka (1998) examined eighteen parents including fathers and mother of children with disabilities through interviews method and found that the views of fathers and mothers had a strong influence on decision they made about the children’s placement. The study also found that parents who had broad views on inclusion, saw the child as a member of larger system and also parental expectations of the parents-professional relationship were more pronounced because of factors related to inclusion. The results indicated that, the perceptions of fathers and mothers had a strong

influence on decisions made about the children's placement. The study also found that Parents generally had broad views on inclusion, seeing the child as a member of larger system.

Innes and Diamond (1999) found several variables which relate to the attitudes of parents, including the fact that those who have experience of there being a disabled child in their child's classroom hold more positive attitudes than parents without this experience. Furthermore, the type of disability seems related to parents' attitudes: they are most positive towards the inclusion of children with mild disabilities.

Kasari, Freeman, Bauminger, and Alkin (1999) reported that parent perspectives were influenced by diagnosis, age, and current placement of their children. They have found that parents of children with Down syndrome were more likely to support inclusion (full time placement), whereas parents of children with autism were more likely to endorse mainstreaming (part-time placement). Whereas parents of younger children, and parents of children in inclusive settings were more positive toward inclusion than were parents of older children or parents of children currently in self-contained special education.

Scheepstra, Nakken and Pijl (1999) studied that parents hope and expected that physical integration, 'being there', will lead to social and academic participation of the disabled children in the peer group.

Balboni and Padrabissi (2000) showed that younger parents don't hold different attitudes than older ones. Their studied highlighted more positive attitude of fathers towards inclusive education. They found that parents with higher income had more positive attitude towards inclusive education as compared to parents with lower income.

Palmer, Fuller, Arora, and Nelson (2001) surveyed parents of children with severe disabilities regarding their perceptions toward inclusion. They administered a 62-item survey to 140 parents of children with severe disabilities, including mental retardation, who were being served in traditional school settings. Part of the survey included a scenario describing a supportive inclusive environment that included key components of inclusive environments for students with severe disabilities. The authors concluded that variability exists in parents' attitudes toward inclusion, in that some favoured full

inclusion while others favoured special class placements. They further acknowledged that these findings might not be the same for all parents of children with different disabilities, but that understanding parents' viewpoints is an important consideration in the education of their children.

Palmer and Nelson (2001) see that parents have a vital role when it comes to any educational decisions in general, as well as, for the parents of students with severe disabilities toward inclusion movement. As it has been reported earlier, previous researchers have reported that the severity of the disability has an impact on parents' attitudes toward inclusion. The study of Palmer and Nelson shows that there are three classifications among the parents of children whose disabilities are severe. The first group have children who place a high value on socialization as an educational goal. The second group of parents have children who display relatively higher cognitive skills, fewer behaviour problems and fewer characteristics requiring specialized services and the third group composed of parents whose children have spent more time in general education class environment. This study explored the views of parents of children with severe disabilities who were being educated in traditional special day class settings. Results of this study indicated that 25 the third group of parents whose children have spent more time in general education class environment are more likely to have positive perceptions of inclusion.

Mccomas, J., Pivik, J. and Laflamme, M. (2002) in their study titled 'Barriers and facilitators to inclusive education' examined educational reform in inclusive schools in Ottawa, Canada. Purposive sampling was used to select 15 students with mobility limitations (9-15 years) and 12 parents from eight different schools in the Ottawa-Carleton area. The data was collected using focus group interview. Barriers to inclusive education identified across the eight schools by parents and students were: environmental barriers, intentional attitudinal barriers, unintentional attitudinal barriers and limitations inherent to the physical disability.

Elkins, J. Van Kraayenoord, C.E., and Jobing, A. (2003) investigated the attitudes of 354 Australian parents who have a child with a disability and who attends a state school in Queensland. The types of disability of the children were broadly in accordance with

accepted prevalence figures, except for a greater number reported as having autistic spectrum disorder and fewer students with a learning difficulty/attention deficit hyperactivity disorder. The children were in a range of classes, from special schools to schools where there was in-class help from a special teacher or teacher aid. Many of the parents favoured inclusion, some would if additional resources were provided, and a small group of parents favoured special placement. There were a limited number of negative attitudes to inclusion reported by the parents, and though some parents thought that some needs existed for in-service education about inclusion, this was not a widespread view.

Una O'Connor, Brendan Hartop and Roy McConkey (2003) surveyed a total of 1032 (44%) parents from many schools from different cities for their attitudes and the findings indicated that the major obstacle to inclusive education according to the views of these parents was the limited capacity of the existing educational system to meet the diversity of children's educational needs. Parents also informed that they are aware of the challenges and limitations faced by the teachers but also wished that teachers like in family can and must handle the differing needs of the students.

Tafa and Manolitsis (2003) concluded that the education level of parents is related to their attitude towards inclusive education. The higher the education level of the parents, the more positive is their attitude towards inclusive education.

Peck, et. al. (2004) conducted a study, which consisting of 389 participating parents of non-disabled to examine parent attitude toward inclusion of the child with disabilities in normal classroom environment. Results of this study indicated that parents who were not supportive have some expressed concerns about inclusion in two areas: the perception that the teacher focused more on the children with disabilities than on the children without disabilities, and behavioral disruptions by the children with disabilities.

Peck, Staub, Gallucci, and Schwartz (2004) conducted a study and the results of the study concerning the impact of inclusion on the nondisabled child revealed that 78% of parents believed that being in an inclusive classroom had no effect on their children's academic progress a 22% of parents indicated there will be a decrease on individual time with the classroom teacher. Parent's perception of the impact of inclusion on their child's social

emotional development was generally positive. 67% of parents reported an increase of acceptance of differences among people and 65% reported an increase of acceptance of differences among people in terms of behavior and appearance; 29% reported increase on self-esteem; and 87% of parents reported a positive impact in relationships with peers with severe disabilities. Reported responses on the impact of inclusion on the classroom were either positive or neutral. 64% of the responses on the general attitudes towards inclusion were positive; 26% were neutral; and 10% were negative. 73% of parents indicated that they would enroll in an inclusive classroom if given the opportunity; 18% did not know; and 9% responded that they would not. Sixty percent of the responding parents included narrative comments. The themes reflected on parent's responses were that parents described a social benefit on their own child. Parents' negative views of inclusion reflected a strong concern about behavioral disruption. These narratives made evident that many parents did not see academic and social learning to be closely connected. Also, some parents believed that scarce resources were unfairly allocated to children with disabilities.

Yona Leyser and Rea Kirk (2004) surveyed parents of children with disabilities regarding their attitudes toward inclusion. The results of this study indicated that while some parents supported inclusion or mainstreaming for their children with disabilities, other parents feared possible isolation socially because their children are different from the general education students. The parents also worried that their children would not receive as much instruction in the general education classroom as they would with more individualized instruction in a special education classroom. Also, some parents believed that general education teachers are unable to make adequate accommodations in the general education curriculum for their children. In addition to that, many parents feared stigmatization from general education teachers and parents of general education students. Ultimately, some groups of parents supported partial inclusion where disabled students receive special education for part of the school day and general education for the rest day.

Yvonne Rafferty, Kenneth W. Griffin (2005) conducted one study in pre-school which yielded results that strongly supported inclusion. Both parents of special education and general education students along with the educational service providers were surveyed in

the research. Both groups of parents and providers agree that an inclusive educational environment prepares special education students to effectively function in a world that is also inclusive.

Downing and Peckham-Hardain et. al. (2007) interviewed a number of parents of students with moderate to severe disabilities to examine their attitudes toward inclusion. Results of this study indicated that parents of children with disabilities indicated that students with 21 moderate to severe disabilities need to have general education students as role models for social and academic behaviors.

Lise Roll-Pettersson & Eva Heimdahl Mattson (2007) studied the perspectives of seven mothers of post-primary children with dyslectic¹⁸ difficulties in Sweden. The mothers who were interviewed believed that if it had not been for their persistence and advocacy on behalf of their child, the child would not have been adequately assessed; and as a result, would not have received the correct support or resources. These mothers also identified a tendency for schools to 'wait and see' how the child progressed rather than moving to formal assessment. They believed that the delay that often took place in the identification of their child's level of learning led to a consequent delay in the allocation of appropriate support to the child.

Slone and Shoshanna (2007) found that the parents of students with disabilities showed positive attitude towards inclusion. They believe that enhancing their children affectively, socially, emotionally and academically. In addition, they believe that, their children are granted opportunities to interact with their peers, increase confidence and accommodate with the society.

Yona Leyser and Rea Kirk (2007) examined perceptions of issues associated with inclusive education of 437 parents from a mid-western state in the United States who have a child with a mild, moderate, or severe disability. Parents gave strong support to the inclusion concept from a legal and philosophical standpoint. They identified social and emotional outcomes as benefits of inclusion, yet were concerned about possible social isolation, negative attitudes, the quality of instruction, teacher training and skills, and support from teachers and from other parents. Several background variables were

related to attitudes. Stronger support for inclusion was given by parents of younger children, children with mild disabilities, parents who reported not knowing their child's education placement, and those with college education. Implications for practices and future research were discussed.

Anke de Boer (2009) reviewed 10 studies showing that the majority of parents hold positive attitudes. However, parents of children with special needs reported various concerns, including the availability of services in regular schools and individualized instruction. Several variables were found which relate to parents' attitudes, such as social-economic status, education level, experience with inclusion and type of disability.

Anke de Boer, Sip Jan Pijl and Alexander Minnaert (2010) conducted 10 studies that show that the majority of parents hold positive attitudes. However, parents of children with special needs reported various concerns, including the availability of services in regular schools and individualized instruction. Several variables were found which relate to parents' attitudes, such as social-economic status, education level, experience with inclusion and type of disability.

Bennett and Gallagher (2013) studied that parents of students with disabilities are concerned with the availability of the qualified staff, services and resources. In addition, the parents also worried that their children would not receive as much instruction in the general education classroom as they would with more individualized instruction in a special education classroom.

Anke A. de Boer and Vera S. Munde, PhD (2014) researched on 190 parents of children attending general primary schools in the north of the Netherlands. Although parents showed an overall positive attitude, they were most negative about the inclusion of children with Profound Intellectual Multiple Disabilities (PIMD). In addition, no 'experience with individuals with disabilities' was slightly negatively associated with the parents' attitudes.

Hilbert (2014) found that parents of children with and without disabilities agree, in general, that inclusion is a positive educational practice for children with and without disabilities, several studies have indicated that there is a difference between parents of

children with and without disabilities attitudes toward including their children into the general education classroom.

A Mukherjee, S. Neogi and D. Sikdar (2015) found that it may be reasonable to conclude that with the provision of more pre-service and in-service training, adaptation of curriculum to develop skills required for inclusive settings, provision of more resources and support, inclusion can be successfully implemented in reality in schools of Kolkata, India. A few of the strategies that could be implemented to promote better inclusion, as identified by the parents who were surveyed were: sensitization and counseling of students without disabilities and parents having a normal child, create more support groups, arrange for positive-living initiative programmes, holistic approach, collaborative efforts of professionals, caregivers & facilitators in the field and benefits in forms of rewards and reduction of fees to the parents of the International Journal of Home Science Special education needs (SEN) children so that they admit the child in mainstream schools.

Ceylan and Aral (2016) interviewed mothers whose children attend inclusive third, fourth and fifth grade classes in elementary schools in Turkey. Many of the mothers voiced that in order to have successful inclusion special education support needs to be provided to the teachers, while some suggested decreasing class size. As far as educational environment, many of the students' teachers had already arranged seating arrangements, gave homework according to the child's level and one even gave private lessons to the child. Four of the mothers interviewed said that their teacher did not adjust the educational environment at all. Most mothers did not have suggestions on how to adjust the educational environment, but some suggested for the teacher to be more tolerant with grades and some suggested forming groups with higher achieving students mixed in to all the groups rather than having one group of higher achieving students

Elton-Chalcraft et. al. (2016) gathered parents' thoughts on inclusion in India. The researchers compared the opinions of two mainstream schools and two special needs schools to see which school made more parents, teachers and students content with learning in the school. Overall, the parents' and children's general consensus was in favour of the special needs school and suggested that children with disabilities and

children without disabilities should not be educated together in a mainstream school. The reason for this consensus to be negative toward mainstream schools was basically because of the resources provided for the children with disabilities at the various schools.

Vlachou et. al. (2016) interviewed 40 parents whose children attended an inclusive school in Greece. These parents' views on the idea of their children being placed in an inclusive environment varied based on the effects they thought it would have on their children. One of the first questions asked by the researchers was where they feel students with special needs should be placed for schooling. Almost half of the parents said that students with special needs need to be placed in a special school where there is a psychologist there to support them. Other parents gave ideas of the students with special needs being educated in mainstream settings, resource room settings, special schools, or even educated at home. Most of the parents were not even aware of the fact that their child was being educated in an inclusive school and/or there was such a thing as inclusive education. The parents had many reasons for thinking that special schools may be better for students with disabilities including: separate schools had better and more support for them, they were staffed with special education teachers, and they may be able to maintain a better emotional balance being surrounded by peers who have similar academic and functional abilities. The parents felt that, especially in secondary school situations, students with disabilities should only be mainstreamed if they could keep up with the pace of general education classes.

Sahar El Shourbagi (2017) found that parents believe that their involvement in inclusive classroom for children is important but they faced some barriers such as: the feeling of being intimidated by the school and the need to ask difficult questions. Many parents faced some problems like finding transportation, meeting holding at inappropriate time for them (during school hours). The parents felt that they are not equal partners to the school.

Lisa Stevens and Gerald Wurf (2018) conducted a study to investigate the perceptions of 44 Australian parents, eight parents had children with disabilities and 36 had children who are typically developing. Parents all agreed that inclusive education benefits their children. Satisfaction with inclusion scores was similar and although parents of typically

developing children expressed greater satisfaction, the difference was not significant. Parents of children with disabilities were significantly more likely to strongly agree that children have the right to inclusive education. Most parents felt that teachers are not well prepared to support the diverse range of students with disabilities in inclusive classrooms.

CHAPTER-3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge or corrects previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience.

“Research is considered to be the more formal systematic and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results in the conclusion”.

“Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. It is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. The best search is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence” (Cook).

The present chapter throws light on the research methodology being adopted for the present study. Here research objectives and designs of the study i.e. sample for the study and selection of the research instrument are discussed. Methods for the collection of the data and statistics for analyzing the data have also been discussed.

3.2 DESIGN OF THE STUDY

The design of the study is actual the blue print of the procedure for the completion of various research steps and thus reaching valid conclusions. A well-conceived, adequately planned and executed design helps greatly in permitting to rely both on observations and inferences. A research design is the arrangement of conditions for collection and analysis

of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

3.2.1 Variables Studied

A variable is defined as anything that has a quantity or quality that varies. The dependent variables represent the output or outcome whose variation is being studied. The independent variables represent inputs or causes. An independent variable is believed to affect the dependent variable. Thus, the values of dependent variables depend on the values of independent variables. The present research consists of two dependent variables, awareness and attitude. Both these variables are studied in the light of inclusive education.

3.2.2 Method

By method one means a systematic approach towards a particular phenomenon. Methodology used in investigation determines its destiny. It is the nature of the techniques and procedures. Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of the present study case study method has been used.

Webster has defined methodology as “The science of method or arrangement, method is defined as orderliness and regularity or habitual practice of them in action.”

Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of present study ‘Descriptive Survey method’ is used. In descriptive survey method, a detailed description of existing phenomenon is collected with the intent of employing data to justify current conditions and practice or to make intelligent plans for improving them. In this context, Weisberg and Rowous (1977) opined that survey research permits us to study public opinion as well as their attitude. It can also be used to collect factual information. Descriptive survey method involves the use of variety of questions for collection of data.

3.2.3 Sample

A random sampling technique is employed for selecting the sample. Four schools of Jammu district are selected randomly. From schools 100 parents are selected randomly as well. Thus, total sample is comprised of parents, 50 from urban background and 50 from rural background.

Table 3.1:

Schools with No. of parents and their residential background selected for the study.

S.NO.	NAME OF THE SCHOOLS	AREA	NO. OF PARENTS
1.	CHADER BHAGA HIGH SCHOOL, JOURIAN, AKHNOOR	RURAL	25
2.	GOVT. GIRLS HIGH SCHOOL, JANIPUR	URBAN	25
3.	ORIENTAL HR. SEC. SCHOOL, MALPUR	RURAL	25
4.	GOVT. HR. SEC. SCHOOL, PALOURA	URBAN	25
TOTAL			100

3.2.4 Tools Employed

In order to determine the awareness, a self-prepared questionnaire is employed and in order to determine the attitude a self-prepared 5-point scale is used.

3.2.5 Description of the Tools

Each tool is developed with an aim to know the level of awareness and attitude of parents towards inclusive education in Jammu District.

QUESTIONNAIRE TO DETERMINE THE LEVEL OF AWARENESS:

The tool consists of the introductory information part and the personal details which is to be filled by the respondent. The tool is developed with an aim to know the awareness

level of parents in Jammu District. The tool comprises of 20 items related to inclusive education. The respondent is asked to tick 'yes' or 'no' for each item in the given space.

SCALE TO DETERMINE THE LEVEL OF ATTITUDE:

The tool consists of the introductory information part and the personal details which is to be filled by the respondent. The tool is developed with the aim to know the attitude level of parents in Jammu District. The tool comprises of 20 items related to inclusive education. The respondent is asked to tick one option among 'strongly agree', 'agree', 'neutral', 'disagree' and 'strongly disagree' for each item in the given space.

3.2.6 Construction of the Tools

The tools are developed by the following method.

CONSTRUCTION OF THE QUESTIONNAIRE:

The investigator has prepared a self-made close ended questionnaire. The tool is comprised of 20 items. A standard procedure is adopted for the development of the tool. The step wise procedure followed for constructing the questionnaire is as follows:

Step 1: The structure of the tool with reference to the variables involved in the study is discussed.

Step 2: A layout is developed for the tool and a structure is decided to be adopted for ease in administration.

Step 3: Items related to the tool are selected through a thorough research from books, journals, old dissertations and other valid and reliable sources.

Step 4: The selected items are revised to ensure their relevance with the variables.

Step 5: For establishing the content validity of the tool, it is reviewed by focused group of experts from the same field. It was suggested to make some modifications related to sequencing, making use of suitable vocabulary for some items. Suggestions of the experts are incorporated and the tool is modified accordingly. The focused group agreed that the tool has content validity.

Step 6: Items of the tool are then written down and computerized.

Step 7: Multiple copy of the tool are created for the purpose of data collection.

CONSTRUCTION OF 5-POINT ATTITUDE SCALE:

A self-prepared tool is employed for the collection of data. The tool is comprised of 20 items. The procedure has the following steps namely planning, preparation of preliminary draft, pre-tryout refinement, try out for reliability and preparation of final versions respectively.

Planning

During planning, the structure of the scale with references to the variables involved in the study was discussed. A rough layout was developed for the tool and a structure was decided to be adopted for the tool in case of administration. The common structure for the scale consisted of introductory information part, information about personal details, and items related to parents' attitude towards inclusive education.

Preparation of preliminary drafts

The investigator developed the preliminary draft of the scale. Items related to the scale were written and were sequenced appropriately. The scale developed for the purpose consisted of simple, clear and concise statement for better understanding of statement related to the parents under study. Care was taken to avoid ambiguity and repetition in the items included in the tool. At the end of each item, options for giving responses were given. An effort was made to avoid vagueness. The investigator classified the statements in preliminary draft of the area of coverage of each items. The tool has been described below.

Scale to determine the level of parents' attitude towards inclusive education

The tool consists of the introductory information part and the personal details which is to be filled by the parents. The tool is developed with the aim to know the attitude level of parents in Jammu District. The tool comprises of 20 items related to inclusive education.

The respondent is asked to tick one option among 'strongly agree', 'agree', 'neutral', 'disagree' and 'strongly disagree' for each item in the given space.

Pre-tryout of tools

The preliminary draft of the tool was printed and given to 5 experts in the field of inclusive education for their scrutiny and examination with regards to the clarity of statements, appropriateness of the languages and the patterns of responses against each statement. Based on their suggestions, the tool was further refined.

Refinement of the tools

In the light of the responses given by the experts in the field of inclusive education during the pre-tryout stage, refinement in the scale was carried out. Based on suggestions of the experts, items were retained and further modification about grammar, language, simplicity, conciseness etc. were incorporated in the tool.

Item Analysis: Results

There are a variety of techniques for performing item analysis, which is often performed for example, to determine which items will be retained in the final version of a test. Item analysis can be both qualitative and quantitative. The former focuses on issues related to the content of the test e.g. content validity. The latter primarily include measurement of item difficulty and item discrimination. The investigator used item whole correlation (Pearson's r) values. Items whole correlation is a measure of items discrimination of a scale. It is also a measure of relation and specifically homogeneity of items across a scale. Almost all values calculate were found to be positive high and significant at 0.01 level.

Reliability: Results

In order to compute reliability coefficient for the scores obtained on the section of the tool, the value of reliability coefficient (Cronbach alpha) for the scores obtained on the scale was found to be +0.85. A high value of reliability coefficient shows that all the items selected for inclusion in the attitude scale are internally consistent.

Hence, it can be concluding that all items of the tool namely: The level of parent's attitude towards inclusive education have been found to be internally consistent, hence reliable.

Validity: Results

A test has content validity if it measures knowledge of the content domain of which it was designed to measure knowledge. Experts judgment is the primary method used to determine whether a test has content validity. The scale, developed for the present study, was given to five experts for establishing the content and face validity. After getting their opinions on content and attributes of items used in the tool, investigators analyzed their opinion and views. It was found that the tool has adequate content validity. In addition to content validity, the tool has face validity also as no one (Who so ever went through the items) could object regarding in irrelevance of the items with regards to the attributes being assessed. All the people are whether they were experts or literate parents were unable to find any irrelevance of the items with respect to domains to which they belonged. Hence it has been concluded that the tool developed by the investigator can be described as reliable and valid.

3.2.7 Scoring of the Tools

QUESTIONNAIRE TO DETERMINE THE LEVEL OF AWARENESS: The tool comprises of 20 items related to inclusive education. The respondent is asked to tick 'yes' or 'no' for each item in the given space. The score '0' was given to the tick 'no' and the score of '1' was given to the tick 'yes'.

SCALE TO DETERMINE THE LEVEL OF ATTITUDE: The tool comprises of 20 items related to inclusive education. The respondent is asked to tick one option among 'strongly agree', 'agree', 'neutral', 'disagree' and 'strongly disagree' for each item in the given space. The score of '5' is given for 'strongly agree', the score of '4' is given for 'agree', the score of '3' is given for 'strongly disagree', the score of '2' is given for 'disagree' and the score of '1' is given for 'neutral'.

3.3 ADMINISTRATION OF THE TOOLS

Investigator visits the selected schools personally for the collection of the data. First of all, the investigator approaches the Principals of the schools and the purpose is explained to them.

The investigator visits the selected schools for the collection of data on the day fixed for the parent-teacher meeting. Then, the parents are selected randomly by the investigator and rapport is developed with them. An attempt is made to explain the purpose of the study to the parents of the selected schools. The parents are informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while answering the questions. After elaborating the necessary instructions, the investigator distributes the copies to the parents. Since some of the parents are illiterate, the investigator read the questions to them and note down their responses on their behalf. Every attempt is made by the investigator to remove the doubts and difficulties of the parents.

3.4 STATISTICAL TECHNIQUE

For analysis and interpretation of data, the investigator will be using following statistical techniques:

- Frequency
- t -test

3.5 PROCEDURE

Phase 1

In the first phase, the investigator selects the sample of 100 parents of Jammu district. The investigator undertakes the review of the related literature. The researches already conducted in the area are scanned visa-a-vis the problem in hand so as to get a holistic overview of the field and topic of the study.

Phase 2

This phase is concerned with the drafting and finalization of tools to be utilized for the present study.

Phase 3

The data regarding parental awareness and attitude is collected from the selected parents of Jammu district.

Phase 4

In this phase, scoring and tabulation of data is taken up.

Phase 5

In this phase, drafting revising and finalization of the report is undertaken.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

Analysis of the data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. Analysis of the data can be done in the light of the objectives of the study.

The most important step in any research project is the analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. Analysis of data means the study of tabulated material in order to determine inherent facts of meaning. A systematic treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking up complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly, analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research.

The present chapter describes the result from the quantitative analysis of data obtained through the administration of the self-developed tool. Data was collected and tabulated manually. Data was further processed and analyzed using SPSS as per the research design.

4.2 OBJECTIVES OF THE STUDY

1. To find the parental awareness towards inclusive education in Jammu district.
2. To find the parental attitude towards inclusive education in Jammu district.

3. To find the difference in the parental awareness towards inclusive education between the illiterate and literate parents in Jammu District.
4. To find the difference in the parental attitude towards inclusive education between the illiterate and literate parents in Jammu District.
5. To find the difference in the parental awareness towards inclusive education between the parents belonging to the rural and urban areas in Jammu District.
6. To find the difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

4.3 RESEARCH QUESTIONS

1. What is the parental awareness towards inclusive education in Jammu district?
2. What is the parental attitude towards inclusive education in Jammu district?
3. Is there any difference in the parental awareness towards inclusive education between literate and illiterate parents in Jammu District?
4. Is there any difference in the parental attitude towards inclusive education between the literate and illiterate parents in Jammu District?
5. Is there any difference in the parental awareness towards inclusive education between the parents belonging to rural and urban areas in Jammu District?
6. Is there any difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District?

4.4 RESEARCH QUESTION-WISE ANALYSIS

The resulting data were analyzed using statistical techniques like frequency and t-test. Finding based on the research questions and followed by data analysis are given below.

4.4.1 What is the parental awareness towards inclusive education in Jammu District?

Table 4.1

Item wise Frequency and Percentage of Parental Awareness towards Inclusive Education in Jammu District.

S. No.	Statements	Yes		No	
		Number	%age	Number	%age
1.	Disability is an infectious disease.	47	47	53	53
2.	Disability can occur at any age.	47	47	53	53
3.	Disability is due to our fate.	44	44	56	56
4.	Marriage in blood relations can cause disability.	49	49	51	51
5.	Children with disabilities usually have behavioural problems.	47	47	53	53
6.	Proper medication can cure disabilities.	46	46	54	54
7.	Children with disabilities can be fully cured.	46	46	54	54
8.	Children with disabilities can become normal as they grow older.	54	54	46	46
9.	Disabilities are found in children only and not in adults.	48	48	52	52
10.	Disabilities can be caused from transmission of genes of the parents.	44	44	56	56
11.	Children with disabilities cannot perform daily living skills on their own.	45	45	55	55
12.	Children with disabilities should be kept in hospitals for their better management.	49	49	51	51
13.	Children with disabilities cannot be educated and taught anything.	48	48	52	52

S. No.	Statements	Yes		No	
		Number	%age	Number	%age
14.	Children with disabilities cannot be admitted in normal schools.	48	48	52	52
15.	Early intervention services can bring out improvement in children with disabilities.	47	47	53	53
16.	Special schools are beneficial for children with disabilities.	42	42	58	58
17.	Children with disabilities cannot study along with normal children.	44	44	56	56
18.	Remedial teaching is provided to children with disabilities in special schools.	48	48	52	52
19.	Government has made many acts and policies for providing education to children with disabilities.	52	52	48	48
20.	Government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also.	50	50	50	50

Table 4.1 reveals that:

1. Item 1: *Disability is an infectious disease*: 47% of the parents are of the opinion that disability is an infectious disease whereas 53% of the parents do not agree with the same.
2. Item 2: *Disability can occur at any age*: 47% of the parents are of the opinion that disability can occur at any age whereas 53% of the parents do not agree with the same.
3. Item 3: *Disability is due to our fate*: 44% of the parents are of the opinion that disability is due to our fate whereas 56% of the parents do not agree with the same.

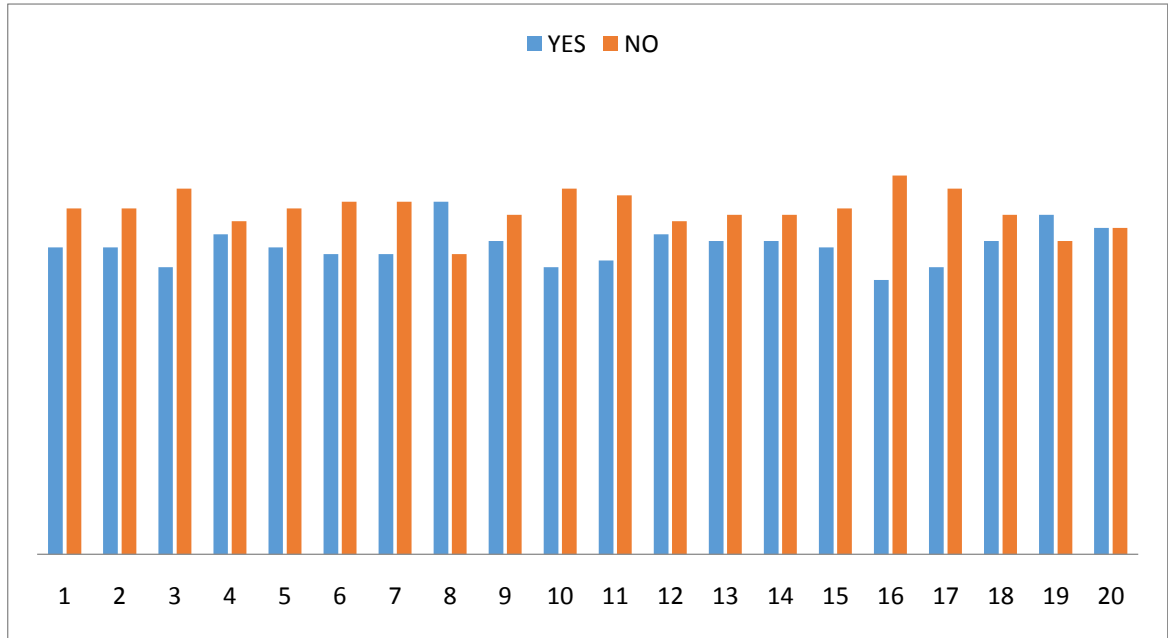
4. Item 4: *Marriage in blood relations can cause disability*: 49% of the parents are of the opinion that marriage in blood relations can cause disability whereas 51% of the parents do not agree with the same.
5. Item 5: *Children with disabilities usually have behavioural problems*: 47% of the parents are of the opinion that children with disabilities usually have behavioural problems whereas 53% do not agree with the same.
6. Item 6: *Proper medication can cure disabilities*: 46% of the parents are of the opinion that proper medication can cure disabilities whereas 54% of the parents do not agree with the same.
7. Item 7: *Children with disabilities can be fully cured*: 46% of the parents are of the opinion that children with disabilities can be fully cured whereas 54% of the parents do not agree with the same.
8. Item 8: *Children with disabilities can become normal as they grow older*: 54% of the parents are of the opinion that children with disabilities can become normal as they grow older whereas 46% of the parents do not agree with the same.
9. Item 9: *Disabilities are found in children only and not in adults*: 48% of the parents are of the opinion that disabilities are found in children only and not in adults whereas 52% of the parents do not agree with the same.
10. Item 10: *Disabilities can be caused from transmission of genes of the parents*: 44% of the parents are of the opinion that disabilities can be caused from transmission of genes of the parents whereas 56% of the parents do not agree with the same.
11. Item 11: *Children with disabilities cannot perform daily living skills on their own*: 45% of the parents are of the opinion that children with disabilities cannot perform daily living skills on their own whereas 55% of the parents do not agree with the same.
12. Item 12: *Children with disabilities should be kept in hospitals for their better management*: 49% of the parents are of the opinion that children with disabilities

should be kept in hospitals for their better management whereas 51% of the parents do not agree with the same.

13. Item 13: *Children with disabilities cannot be educated and taught anything*: 48% of the parents are of the opinion that children with disabilities cannot be educated and taught anything whereas 52% of the parents do not agree with the same.
14. Item 14: *Children with disabilities cannot be admitted in normal schools*: 48% of the parents are of the opinion that children with disabilities cannot be admitted in normal schools whereas 52% of the parents do not agree with the same.
15. Item 15: *Early intervention services can bring out improvement in children with disabilities*: 47% of the parents are of the opinion that early intervention services can bring out improvement in children with disabilities whereas 53% of the parents do not agree with the same.
16. Item 16: *Special schools are beneficial for children with disabilities*: 42% of the parents are of the opinion that special schools are beneficial for children with disabilities whereas 58% of the parents do not agree with the same.
17. Item 17: *Children with disabilities cannot study along with normal children*: 44% of the parents are of the opinion that children with disabilities cannot study along with normal children whereas 56% of the parents do not agree with the same.
18. Item 18: *Remedial teaching is provided to children with disabilities in special schools*: 48% of the parents are of the opinion that remedial teaching is provided to children with disabilities in special schools whereas 52% of the parents do not agree with the same.
19. Item 19: *Government has made many acts and policies for providing education to children with disabilities*: 52% of the parents are of the opinion that government has made many acts and policies for providing education to children with disabilities whereas 48% of the parents do not agree with the same.

20. Item 20: *Government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also*: 50% of the parents are of the opinion that government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also whereas 50% of the parents do not agree with the same.

Figure No. 4.1.1: Parental Awareness towards Inclusive Education in Jammu District.



4.4.2 What is the parental attitude towards inclusive education in Jammu District?

Table 4.2

Item wise Frequency and Percentage of Parental Attitude towards Inclusive Education in Jammu District.

S. No.	Statements	Neutral		Disagree		Strongly Disagree		Agree		Strongly Agree	
		No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
1.	Children with disabilities should be educated in regular classrooms.	12	12	21	21	23	23	29	29	15	15
2.	Inclusive education is beneficial for children with and without disabilities.	8	8	19	19	28	28	29	29	16	16
3.	Children with disabilities learn more in inclusive classrooms.	15	15	21	21	25	25	24	24	15	15
4.	To teach children with and without disabilities in the same classrooms is a difficult task for teachers.	16	16	26	26	23	23	21	21	14	14
5.	Inclusive education is practicable idea in Jammu.	15	15	18	18	23	23	28	28	16	16
6.	Inclusive education effects teacher student interactions.	15	15	16	16	21	21	30	30	18	18
7.	Inclusive education develops balanced personality of students with disabilities.	10	10	15	15	24	24	30	30	21	21

S. No.	Statements	Neutral		Disagree		Strongly Disagree		Agree		Strongly Agree	
		No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
8.	Inclusive education enhances educational achievements of students with disabilities.	10	10	18	18	28	28	27	27	17	17
9.	Inclusive education develops healthy self-concept among students with disabilities.	9	9	18	18	23	23	31	31	19	19
10.	Inclusive education creates awareness among people about disabilities and their needs.	11	11	17	17	26	26	28	28	18	18
11.	Teachers require specialized training for working in inclusive classrooms.	12	12	16	16	26	26	25	25	21	21
12.	Regular classroom teachers would have reservations about the inclusion of students with disabilities in their classrooms.	9	9	19	19	22	22	30	30	20	20
13.	Presence of students with disabilities causes neglecting of students without disabilities in the same classrooms.	12	12	17	17	20	20	30	30	21	21
14.	Adaptations in curriculum are required to include students with disabilities in regular classrooms.	11	11	23	23	23	23	27	27	16	16

S. No.	Statements	Neutral		Disagree		Strongly Disagree		Agree		Strongly Agree	
		No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
15.	Communication problems are faced by teachers in inclusive classrooms.	12	12	15	15	28	28	27	27	18	18
16.	Presence of students with disabilities in inclusive classrooms causes discomfort for students without disabilities.	10	10	18	18	24	24	29	29	19	19
17.	Students with severe disabilities cannot be included in the regular classrooms.	16	16	20	20	25	25	24	24	15	15
18.	Adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms.	9	9	19	19	28	28	28	28	16	16
19.	Teachers don't motivate students with disabilities to participate in inclusive classroom activities.	7	7	22	22	21	21	28	28	22	22
20.	Inclusive education ultimately leads to social inclusion of children without disabilities.	12	12	21	21	27	27	24	24	16	16

Table 4.2 reveals that:

1. Item 1: *Children with disabilities should be educated in regular classrooms*: 12% of the parents are neutral, 21% of the parents disagree, 23% of the parents strongly disagree, 29% of the parents agree and 15% of the parents strongly agree with the given statement that, children with disabilities should be educated in regular classrooms.
2. Item 2: *Inclusive education is beneficial for children with and without disabilities*: 8% of the parents are neutral, 19% of the parents disagree, 28% of the parents strongly disagree, 29% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education is beneficial for children with and without disabilities.
3. Item 3: *Children with disabilities learn more in inclusive classrooms*: 15% of the parents are neutral, 21% of the parents disagree, 25% of the parents strongly disagree, 24% of the parents agree and 15% of the parents strongly agree with the given statement that, children with disabilities learn more in inclusive classrooms.
4. Item 4: *To teach children with and without disabilities in the same classrooms is a difficult task for teachers*: 16% of the parents are neutral, 26% of the parents disagree, 23% of the parents strongly disagree, 21% of the parents agree and 14% of the parents strongly agree with the given statement that, to teach children with and without disabilities in the same classrooms is a difficult task for teachers.
5. Item 5: *Inclusive education is practicable idea in Jammu*: 15% of the parents are neutral, 18% of the parents disagree, 23% of the parents strongly disagree, 28% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education is practicable idea in Jammu.
6. Item 6: *Inclusive education effects teacher student interaction*: 15% of the parents are neutral, 16% of the parents disagree, 21% of the parents strongly disagree, 30% of the parents agree and 18% of the parents strongly agree with the given statement that, inclusive education effects teacher student interaction.

7. Item 7: *Inclusive education develops balanced personality of students with disabilities*: 10% of the parents are neutral, 15% of the parents disagree, 24% of the parents strongly disagree, 30% of the parents agree and 21% of the parents strongly agree with the given statement that, inclusive education develops balanced personality of students with disabilities.
8. Item 8: *Inclusive education enhances educational achievements of students with disabilities*: 10% of the parents are neutral, 18% of the parents disagree, 28% of the parents strongly disagree, 27% of the parents agree and 17% of the parents strongly agree with the given statement that, inclusive education enhances educational achievements of students with disabilities.
9. Item 9: *Inclusive education develops healthy self-concept among students with disabilities*: 9% of the parents are neutral, 18% of the parents disagree, 23% of the parents strongly disagree, 31% of the parents agree and 19% of the parents strongly agree with the given statement that, inclusive education develops healthy self-concept among students with disabilities.
10. Item 10: *Inclusive education creates awareness among people about disabilities and their needs*: 11% of the parents are neutral, 17% of the parents disagree, 26% of the parents strongly disagree, 28% of the parents agree and 18% of the parents strongly agree with the given statement that, inclusive education creates awareness among people about disabilities and their needs.
11. Item 11: *Teachers require specialized training for working in inclusive classrooms*: 12% of the parents are neutral, 16% of the parents disagree, 26% of the parents strongly disagree, 25% of the parents agree and 21% of the parents strongly agree with the given statement that, teachers require specialized training for working in inclusive classrooms.
12. Item 12: *Regular classroom teachers would have reservations about the inclusion of students with disabilities in their classrooms*: 9% of the parents are neutral, 19% of the parents disagree, 22% of the parents strongly disagree, 30% of the parents agree and 20% of the parents strongly agree with the given statement that,

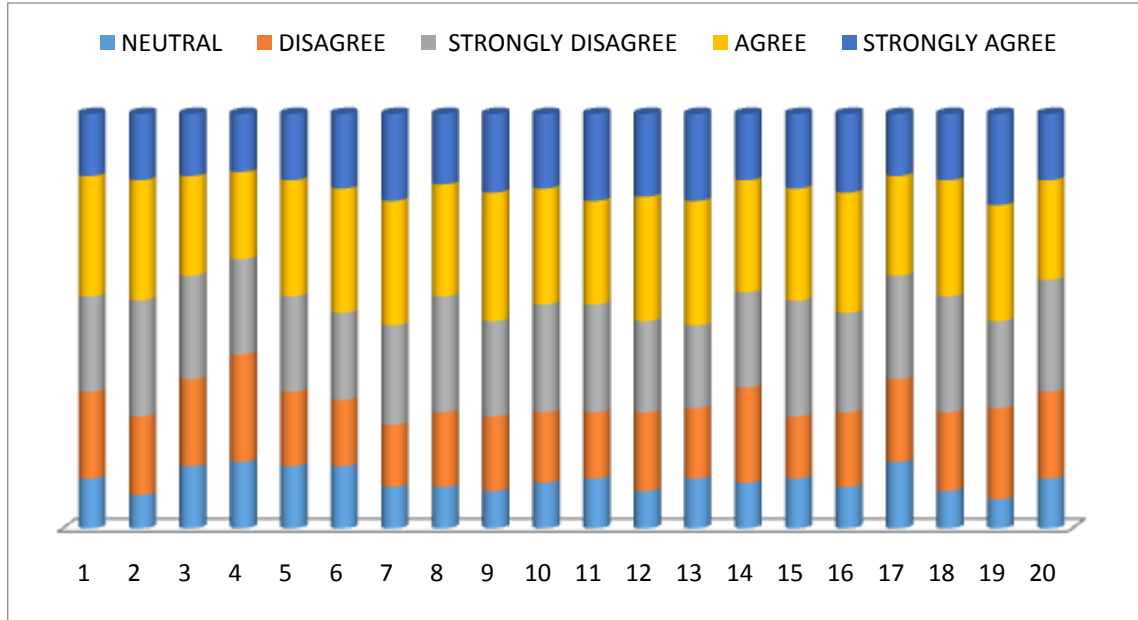
regular classroom teachers would have reservations about the inclusion of students with disabilities in their classrooms.

13. Item 13: *Presence of students with disabilities causes neglecting of students without disabilities in the same classrooms:* 12% of the parents are neutral, 17% of the parents disagree, 20% of the parents strongly disagree, 30% of the parents agree and 21% of the parents strongly agree with the given statement that, presence of students with disabilities causes neglecting of students without disabilities in the same classrooms.
14. Item 14: *Adaptations in curriculum are required to include students with disabilities in regular classrooms:* 11% of the parents are neutral, 23% of the parents disagree, 23% of the parents strongly disagree, 27% of the parents agree and 16% of the parents strongly agree with the given statement that, adaptations in curriculum are required to include students with disabilities in regular classrooms.
15. Item 15: *Communication problems are faced by teachers in inclusive classrooms:* 12% of the parents are neutral, 15% of the parents disagree, 28% of the parents strongly disagree, 27% of the parents agree and 18% of the parents strongly agree with the given statement that, communication problems are faced by teachers in inclusive classrooms.
16. Item 16: *Presence of students with disabilities in inclusive classrooms causes discomfort for students without disabilities:* 10% of the parents are neutral, 18% of the parents disagree, 24% of the parents strongly disagree, 29% of the parents agree and 19% of the parents strongly agree with the given statement that, presence of students with disabilities in inclusive classrooms causes discomfort for students without disabilities.
17. Item 17: *Students with severe disabilities cannot be included in the regular classrooms:* 16% of the parents are neutral, 20% of the parents disagree, 25% of the parents strongly disagree, 24% of the parents agree and 15% of the parents

strongly agree with the given statement that, students with severe disabilities cannot be included in the regular classrooms.

18. Item 18: *Adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms*: 9% of the parents are neutral, 19% of the parents disagree, 28% of the parents strongly disagree, 28% of the parents agree and 16% of the parents strongly agree with the given statement that, adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms.
19. Item 19: Teachers don't motivate students with disabilities to participate in inclusive classroom activities: 7% of the parents are neutral, 22% of the parents disagree, 21% of the parents strongly disagree, 28% of the parents agree and 22% of the parents strongly agree with the given statement that, teachers don't motivate students with disabilities to participate in inclusive classroom activities.
20. Item 20: *Inclusive education ultimately leads to social inclusion of children without disabilities*: 12% of the parents are neutral, 21% of the parents disagree, 27% of the parents strongly disagree, 24% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education ultimately leads to social inclusion of children without disabilities.

Figure No. 4.2.1: Parental Attitude towards Inclusive Education in Jammu District.



4.4.3 Is there any difference in the parental awareness towards inclusive education between illiterate and literate parents in Jammu District?

Table 4.3

Mean, Standard Deviation and t-test for the study of the difference in the Parental Awareness towards Inclusive Education between the Illiterate and Literate Parents in Jammu District.

Dimension	Educational Qualification	N	Mean	Std. Deviation	t-test
Awareness Level	Illiterate	50	10.4000	1.66599	.54
	literate	50	10.6000	2.00000	

The t-test has been applied to determine the difference in the parental awareness towards inclusive education between the illiterate and literate parents in Jammu district. The result of the dimension is presented in the table 4.3. The calculated t-value is 0.54 for the awareness level which is less than the table value i.e. 1.96 at 0.05 level of significance

and 2.58 at 0.01 level of significance, which infers that there is no significant difference between the responses of illiterate and literate parents. Hence, it is concluded that there is no significant difference in the parental awareness towards inclusive education between the illiterate and literate parents in Jammu district.

4.4.4 Is there any difference in the parental attitude towards inclusive education between illiterate and literate parents in Jammu District?

Table 4.4

Mean, Standard Deviation and t-test for the study of the difference in the Parental Attitude towards Inclusive Education between the Illiterate and Literate Parents in Jammu District.

Dimension	Educational Qualification	N	Mean	Std. Deviation	t-test
Attitude Level	Illiterate	50	63.7800	6.45958	.63
	Literate	50	64.5000	4.77344	

The t-test has been applied to determine the difference in the parental attitude towards inclusive education between the illiterate and literate parents in Jammu district. The result of the dimension is presented in the table 4.4. The calculated t-value is 0.54 for the attitude level which is less than the table value i.e. 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance, which infers that there is no significant difference between the responses of illiterate and literate parents. Hence, it is concluded that there is no significant difference in the parental attitude towards inclusive education between the illiterate and literate parents in Jammu district.

4.4.5 Is there any difference in the parental awareness towards inclusive education between the parents belonging to rural and urban areas in Jammu District?

Table 4.5

Mean, Standard Deviation and t-test for the study of the difference in the Parental Awareness towards Inclusive Education between the Rural and Urban Parents in Jammu District.

Dimension	Residential background	N	Mean	Std. Deviation	t-test
Awareness Level	Rural	50	10.4600	1.90820	.22
	Urban	50	10.5400	1.77523	

The t-test has been applied to determine the difference parental awareness towards inclusive education between the rural and urban parents in Jammu district. The result of the dimension is presented in the table 4.5. The calculated t-value is 0.54 for the awareness level which is less than the table value i.e. 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance, which infers that there is no significant difference between the responses of rural and urban parents. Hence, it is concluded that there is no significant difference in the parental awareness towards inclusive education between the rural and urban parents in Jammu district.

4.4.6 Is there any difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District?

Table 4.6

Mean, Standard Deviation and t-test for the study of the difference in the Parental Attitude towards Inclusive Education between the Rural and Urban Parents in Jammu District.

Dimension	Residential background	N	Mean	Std. Deviation	t-test
Attitude Level	Rural	50	64.4200	5.59552	.49
	Urban	50	63.8600	5.77118	

The t-test has been applied to determine the difference in the parental attitude towards inclusive education between the rural and urban parents in Jammu district. The result of the dimension is presented in the table 4.6. The calculated t-value is 0.54 for the attitude level which is less than the table value i.e. 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance, which infers that there is no significant difference between the responses of rural and urban parents. Hence, it is concluded that there is no significant difference in the parental attitude towards inclusive education between the rural and urban parents in Jammu district.

CHAPTER 5

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

5.1 INTRODUCTION

Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from different linguistic, ethnic or cultural minorities and children from other disadvantaged areas or groups. Inclusion is about change in school to improve the education system for all students. It means changes in the curriculum, changes in teaching learning, authentic assessment practices, applied curriculum, multi-level instructional approaches and increased attention to diverse students.

In the present study the researcher studies the level of parent awareness and attitude towards inclusive education in Jammu District. After processing the data, obtaining and interpreting the result. The findings have been delimited and discussed in present chapter. The findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the result is discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observation does not concur with the findings of the same investigators. Keeping the major findings in view, the educational implication does not fit in all the concerns of the study. As such some suggestion has been given for future research. The chapter is therefore devoted to focusing the conclusions, discussion of result of the study and for indicating their implication and suggestions for further research.

5.2 MAJOR FINDINGS OF THE STUDY

The conclusion of the present study is reported as under:

5.2.1 Research Objective 1

To find the parental awareness towards inclusive education in Jammu district.

In order to find the parental awareness towards inclusive education in Jammu District frequency was calculated. Item wise findings of the parent level of awareness level is given below:

Item 1: Disability is an infectious disease: 47% of the parents are of the opinion that disability is an infectious disease whereas 53% of the parents do not agree with the same. Hence, majority of the parents are aware that disability is not an infectious disease

Item 2: Disability can occur at any age: 47% of the parents are of the opinion that disability can occur at any age whereas 53% of the parents do not agree with the same. Hence, majority of the parents are not aware that disability can occur at any age.

Item 3: Disability is due to our fate: 44% of the parents are of the opinion that disability is due to our fate whereas 56% of the parents do not agree with the same. Hence, majority of the parents are aware that disability is not due to our fate.

Item 4: Marriage in blood relations can cause disability: 49% of the parents are of the opinion that marriage in blood relations can cause disability whereas 51% of the parents do not agree with the same. Hence, majority of the parents are not aware that marriage in blood relations can cause disability.

Item 5: Children with disabilities usually have behavioural problems: 47% of the parents are of the opinion that children with disabilities usually have behavioural problems whereas 53% do not agree with the same. Hence, majority of the parents are aware that children with disabilities usually do not have behavioural problems.

Item 6: Proper medication can cure disabilities: 46% of the parents are of the opinion that proper medication can cure disabilities whereas 54% of the parents do not agree with the

same. Hence, majority of the parents are aware that proper medication cannot cure disabilities.

Item 7: Children with disabilities can be fully cured: 46% of the parents are of the opinion that children with disabilities can be fully cured whereas 54% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities cannot be fully cured.

Item 8: Children with disabilities can become normal as they grow older: 54% of the parents are of the opinion that children with disabilities can become normal as they grow older whereas 46% of the parents do not agree with the same. Hence, majority of the parents are not aware that children with disabilities cannot become normal as they grow older.

Item 9: Disabilities are found in children only and not in adults: 48% of the parents are of the opinion that disabilities are found in children only and not in adults whereas 52% of the parents do not agree with the same. Hence, majority of the parents are aware that disabilities are not only found in children but also in adults.

Item 10: Disabilities can be caused from transmission of genes of the parents: 44% of the parents are of the opinion that disabilities can be caused from transmission of genes of the parents whereas 56% of the parents do not agree with the same. Hence, majority of the parents are not aware that disabilities can be caused from transmission of genes of the parents.

Item 11: Children with disabilities cannot perform daily living skills on their own: 45% of the parents are of the opinion that children with disabilities cannot perform daily living skills on their own whereas 55% of the parents do not agree with the same. Hence, majority of the parents are not aware that children with disabilities cannot perform daily living skills on their own.

Item 12: Children with disabilities should be kept in hospitals for their better management: 49% of the parents are of the opinion that children with disabilities should be kept in hospitals for their better management whereas 51% of the parents do not agree

with the same. Hence, majority of the parents are aware that children with disabilities should be kept in hospitals for their better management.

Item 13: Children with disabilities cannot be educated and taught anything: 48% of the parents are of the opinion that children with disabilities cannot be educated and taught anything whereas 52% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities can be educated and taught anything.

Item 14: Children with disabilities cannot be admitted in normal schools: 48% of the parents are of the opinion that children with disabilities cannot be admitted in normal schools whereas 52% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities can be admitted in normal schools.

Item 15: Early intervention services can bring out improvement in children with disabilities: 47% of the parents are of the opinion that early intervention services can bring out improvement in children with disabilities whereas 53% of the parents do not agree with the same. Hence, majority of the parents are not aware that early intervention services can bring out improvement in children with disabilities.

Item 16: Special schools are beneficial for children with disabilities: 42% of the parents are of the opinion that special schools are beneficial for children with disabilities whereas 58% of the parents do not agree with the same. Hence, majority of the parents are not aware that special schools are beneficial for children with disabilities.

Item 17: Children with disabilities cannot study along with normal children: 44% of the parents are of the opinion that children with disabilities cannot study along with normal children whereas 56% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities can study along with normal children.

Item 18: Remedial teaching is provided to children with disabilities in special schools: 48% of the parents are of the opinion that remedial teaching is provided to children with disabilities in special schools whereas 52% of the parents do not agree with the same. Hence, majority of the parents are not aware that remedial teaching is provided to children with disabilities in special schools.

Item 19: Government has made many acts and policies for providing education to children with disabilities: 52% of the parents are of the opinion that government has made many acts and policies for providing education to children with disabilities whereas 48% of the parents do not agree with the same. Hence, majority of the parents are aware that government has made many acts and policies for providing education to children with disabilities.

Item 20: Government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also: 50% of the parents are of the opinion that government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also whereas 50% of the parents do not agree with the same. Hence, half of the parents are aware that government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also whereas the other half are not.

Overall Awareness: From the analysis of the responses of the parents to the 20 items of awareness it is derived that the overall parental awareness towards inclusive education in Jammu district is low. The parents are yet to learn a lot about inclusive education. There is a need to create more awareness among them.

5.2.2 Research Objective 2

To find the parental attitude towards inclusive education in Jammu District.

In order to find the parental attitude towards inclusive education in Jammu District frequency was calculated. Item wise findings of the parent level of awareness level is given below:

Item 1: Children with disabilities should be educated in regular classrooms: 12% of the parents are neutral, 21% of the parents disagree, 23% of the parents strongly disagree, 29% of the parents agree and 15% of the parents strongly agree with the given statement that, children with disabilities should be educated in regular classrooms. Hence, a few among the parents responded neutrally whereas half of the remaining parents have extremely positive or positive attitude and the other half of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 2: Inclusive education is beneficial for children with and without disabilities: 8% of the parents are neutral, 19% of the parents disagree, 28% of the parents strongly disagree, 29% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education is beneficial for children with and without disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 3: Children with disabilities learn more in inclusive classrooms: 15% of the parents are neutral, 21% of the parents disagree, 25% of the parents strongly disagree, 24% of the parents agree and 15% of the parents strongly agree with the given statement that, children with disabilities learn more in inclusive classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 4: To teach children with and without disabilities in the same classrooms is a difficult task for teachers: 16% of the parents are neutral, 26% of the parents disagree, 23% of the parents strongly disagree, 21% of the parents agree and 14% of the parents strongly agree with the given statement that, to teach children with and without disabilities in the same classrooms is a difficult task for teachers. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 5: Inclusive education is practicable idea in Jammu: 15% of the parents are neutral, 18% of the parents disagree, 23% of the parents strongly disagree, 28% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education is practicable idea in Jammu. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 6: Inclusive education effects teacher student interaction: 15% of the parents are neutral, 16% of the parents disagree, 21% of the parents strongly disagree, 30% of the parents agree and 18% of the parents strongly agree with the given statement that, inclusive education effects teacher student interaction. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 7: Inclusive education develops balanced personality of students with disabilities: 10% of the parents are neutral, 15% of the parents disagree, 24% of the parents strongly disagree, 30% of the parents agree and 21% of the parents strongly agree with the given statement that, inclusive education develops balanced personality of students with disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 8: Inclusive education enhances educational achievements of students with disabilities: 10% of the parents are neutral, 18% of the parents disagree, 28% of the parents strongly disagree, 27% of the parents agree and 17% of the parents strongly agree with the given statement that, inclusive education enhances educational achievements of students with disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 9: Inclusive education develops healthy self-concept among students with disabilities: 9% of the parents are neutral, 18% of the parents disagree, 23% of the parents strongly disagree, 31% of the parents agree and 19% of the parents strongly agree with the given statement that, inclusive education develops healthy self-concept among students with disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 10: Inclusive education creates awareness among people about disabilities and their needs: 11% of the parents are neutral, 17% of the parents disagree, 26% of the parents strongly disagree, 28% of the parents agree and 18% of the parents strongly agree with the given statement that, inclusive education creates awareness among people about disabilities and their needs. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 11: Teachers require specialized training for working in inclusive classrooms: 12% of the parents are neutral, 16% of the parents disagree, 26% of the parents strongly disagree, 25% of the parents agree and 21% of the parents strongly agree with the given statement that, teachers require specialized training for working in inclusive classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 12: Regular classroom teachers would have reservations about the inclusion of students with disabilities in their classrooms: 9% of the parents are neutral, 19% of the parents disagree, 22% of the parents strongly disagree, 30% of the parents agree and 20% of the parents strongly agree with the given statement that, regular classroom teachers would have reservations about the inclusion of students with disabilities in their classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 13: Presence of students with disabilities causes neglecting of students without disabilities in the same classrooms: 12% of the parents are neutral, 17% of the parents disagree, 20% of the parents strongly disagree, 30% of the parents agree and 21% of the parents strongly agree with the given statement that, presence of students with disabilities causes neglecting of students without disabilities in the same classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have

extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 14: Adaptations in curriculum are required to include students with disabilities in regular classrooms: 11% of the parents are neutral, 23% of the parents disagree, 23% of the parents strongly disagree, 27% of the parents agree and 16% of the parents strongly agree with the given statement that, adaptations in curriculum are required to include students with disabilities in regular classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely attitude towards the stated item.

Item 15: Communication problems are faced by teachers in inclusive classrooms: 12% of the parents are neutral, 15% of the parents disagree, 28% of the parents strongly disagree, 27% of the parents agree and 18% of the parents strongly agree with the given statement that, communication problems are faced by teachers in inclusive classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item

Item 16: Presence of students with disabilities in inclusive classrooms causes discomfort for students without disabilities: 10% of the parents are neutral, 18% of the parents disagree, 24% of the parents strongly disagree, 29% of the parents agree and 19% of the parents strongly agree with the given statement that, presence of students with disabilities in inclusive classrooms causes discomfort for students without disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 17: Students with severe disabilities cannot be included in the regular classrooms: 16% of the parents are neutral, 20% of the parents disagree, 25% of the parents strongly disagree, 24% of the parents agree and 15% of the parents strongly agree with the given statement that, students with severe disabilities cannot be included in the regular

classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 18: Adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms: 9% of the parents are neutral, 19% of the parents disagree, 28% of the parents strongly disagree, 28% of the parents agree and 16% of the parents strongly agree with the given statement that, adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 19: Teachers don't motivate students with disabilities to participate in inclusive classroom activities: 7% of the parents are neutral, 22% of the parents disagree, 21% of the parents strongly disagree, 28% of the parents agree and 22% of the parents strongly agree with the given statement that, teachers don't motivate students with disabilities to participate in inclusive classroom activities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 20: Inclusive education ultimately leads to social inclusion of children without disabilities: 12% of the parents are neutral, 21% of the parents disagree, 27% of the parents strongly disagree, 24% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education ultimately leads to social inclusion of children without disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Overall Attitude: From the analysis of the responses of the parents to the 20 items of attitude it is derived that the overall parental attitude towards inclusive education in Jammu district is predominantly negative.

5.2.3 Research Objective 3

To find the difference in the parental awareness towards inclusive education between the illiterate and literate parents in Jammu District.

There is no significant difference between the parental awareness towards inclusive education between illiterate and literate parents in Jammu District.

5.2.4 Research Objective 4

To find the difference in the parental attitude towards inclusive education between the illiterate and literate parents in Jammu District.

There is no significant difference between the parental attitude towards inclusive education between illiterate and literate parents in Jammu District.

5.2.5 Research Objective 5

To find the difference in the parental awareness towards inclusive education between the parents belonging to the rural and urban areas in Jammu District.

There is no significant difference between the parental awareness towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

5.2.6 Research Objective 6

To find the difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

There is no significant difference between the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

5.3 CONCLUSION

Inclusive education is an approach that looks into how to transform education system and other learning environment in order to respond the diversity of learners. It aims towards enabling parents and teachers to feel comfortable with diversity and to see it as a

challenge and enrichment of the learning environment, rather than a problem. It has been revealed in some studies that parents play a key important role in education of their children and without the support and cooperation of the parents it is not possible for the child to achieve the goals of education successfully. This could be possible only if parents have a positive attitude towards the educational needs of their children with special needs. In the study the parents are not much aware of the concept of inclusive education. The attitude of the parents towards inclusive education isn't much positive either. Parents also have many misconceptions and are misinformed about the ground realities of inclusive education and how it can help in developing their child into a wholesome personality.

5.4 EDUCATIONAL IMPLICATIONS:

- 1) The study will help the parents of normal children as well as the parents of children with disabilities to realize that children with special needs are children first and only then should their special needs be considered. These children regardless of the nature and extent of his/her impairment need to be provided education preferably in an inclusive setting.
- 2) The study will help the parents of normal children as well as the parents of children with disabilities to understand the concept of disability in a new perspective.
- 3) The study will help the parents of normal children as well as the parents of children with disabilities to become more aware of the concept of inclusive education.
- 4) The study will also enable to understand the two main agencies of education, i.e. formal which includes school and informal which includes parents and family, as both play an important role in the education of disabled children and in changing the attitude of the parents of normal children as well as the parents of children with disabilities towards inclusive education.

- 5) The study can be utilized by creating insight amongst authorities in the field of education to organize orientations, short courses, workshops, seminars related to understanding the disabilities and the importance of inclusive education for the parents of normal children as well as the parents of children with disabilities, so that they can participate in these activities and learn more about inclusive education.
- 6) The study will help in promoting the concept of inclusive education among parents of normal children as well as the parents of children with disabilities.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be incorporated for further research:

- 1) It is recommended that further research may be conducted on a large sample in order to arrive at more generalized results.
- 2) It is recommended that a comparative study between the male and female parents may be conducted in order to find the difference in their awareness and attitude towards inclusive education.
- 3) It is recommended that a comparative study between the parents belonging to different generations may be conducted in order to find the difference in their opinion and attitude towards inclusive education.
- 4) It is recommended that a comparative study between the parents of normal children and the parents of children with disabilities may be conducted in order to find the difference in their perspective and attitude towards inclusive education.
- 5) It is recommended that further research may also include other districts of Jammu and Kashmir for a better picture on the prevailing status of inclusive education in the state of Jammu and Kashmir.
- 6) It is recommended that a comparative study between the parents of Jammu and the parents of other districts be conducted to find the difference in the prevailing

status of inclusive education in different districts in the state of Jammu and Kashmir.

SUMMARY

**Topic: A STUDY OF THE PARENTAL AWARENESS AND ATTITUDE
TOWARDS INCLUSIVE EDUCATION IN JAMMU DISTRICT**

SUPERVISOR

DR. ROHNIKA SHARMA

INVESTIGATOR

RUKMA RATHORE

THE PROBLEM

Education is perceived to mean essential human right; a force for social change and vital means for combating poverty, empowering the marginalized, safeguarding children from exploitative and promoting democracy, protecting the environment. As schooling should provide the foundation for life learning, it needs to be accessible, of high quality and sensitive to the most disadvantaged. Education opportunity for children with disabilities and marginalized groups call for collective efforts, it demands both political and social action. Discrepancies accruing from the whole idea of inclusive education in Jammu are to be dealt through concerted efforts by all stakeholders.

Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen.

For a long time, children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education. But we now know that when children are educated together, positive academic and social outcomes occur for all the children involved.

We also know that simply placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment.

These are the principles that guide quality inclusive education:

All children belong.

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else. All children learn in different ways.

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum. It is every child's right to be included.

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together.

Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the

mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.

A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences.^[3] Richard Wilkinson and Kate Pickett wrote, "student performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish"

Inclusion has different historical roots which may be integration of students with severe disabilities in the US (who may previously have been excluded from schools or even lived in institutions) or an inclusion model from Canada and the US (e.g., Syracuse University, New York) which is very popular with inclusion teachers who believe in participatory learning, cooperative learning, and inclusive classrooms.

Inclusive education differs from the early university professor's work (e.g., 1970s, Education Professor Carol Berrigan of Syracuse University, 1985; Douglas Biklen, Dean of School of Education through 2011) in *integration* and *mainstreaming* which were taught throughout the world including in international seminars in Italy. Mainstreaming (e.g., the Human Policy Press poster; If you thought the wheel was a good idea, you'll like the ramp tended to be concerned about "readiness" of all parties for the new coming together of students with significant needs. Thus, integration and mainstreaming principally was concerned about disability and 'special educational needs' (since the children were not in the regular schools) and involved teachers, students, principals, administrators, School Boards, and parents changing and becoming 'ready for' students who needed accommodation or new methods of curriculum and instruction (e.g., required federal IEPs – individualized education program) by the mainstream.

By contrast, inclusion is about the child's right to participate and the school's duty to accept the child returning to the US Supreme Court's *Brown vs. the Board of Education*

decision and the new Individuals with Disabilities Education (Improvement) Act (IDEIA). Inclusion rejects the use of special schools or classrooms, which remain popular among large multi-service providers, to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities, in contrast to earlier concept of partial participation in the mainstream, and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

SIGNIFICANCE OF THE STUDY

Many countries have been successful in promoting inclusive education practices and policies that remove barriers and create conditions which enable all children to learn. However, in poorer developing countries, as India is, the process of creating an inclusive system is more difficult. Factors such as lack of available funding, administrative and policy level support, and trained personnel pose challenges that slow down the progress. The ignorance of parents and their lack of knowledge of inclusive education continue to be a measure challenge in achieving the objective of inclusivity. The parents dwelling in urban areas don't have much information and the concept is almost alien to the parents living in rural areas as parent involvement is required in order to successfully implement inclusive education in India. For that there is need to find out parental attitude towards inclusion and their level of awareness about the same. Hence, there is a long way to go to fulfill the ultimate objective of inclusive education and the present study will certainly help in this direction.

OPERATIONAL DEFINITIONS OF THE TERMS

Parental Awareness refers to the ability of parents to directly know and perceive about inclusive education. It is the ability of the parents to directly know and perceive, to feel, or to be cognizant of events. More broadly, it is the parents' state of being conscious of something.

Parental Attitude refers to a parents' state of mind regarding the concept, object, value and it can be accessed through a positive and negative expression towards a person,

place, thing or event, which intern influences the individual's thought and action. In the present study parents' attitude is taken into consideration specifically on inclusive education.

Inclusive Education refers to the education provided to all where inclusion policy is followed. As mentioned in the Salamanca report, inclusion refers to provision of equal education opportunity to all regardless of physical, intellectual, social, emotional, linguistic or any other disability condition. It also includes disadvantaged and marginalized groups like street children, working children, children from remote areas, minority groups and different types of special needs groups and gifted children.

OBJECTIVES OF THE STUDY

1. To find the parental awareness towards inclusive education in Jammu district.
2. To find the parental attitude towards inclusive education in Jammu district.
3. To find the difference in the parental awareness towards inclusive education between the illiterate and literate parents in Jammu District.
4. To find the difference in the parental attitude towards inclusive education between the illiterate and literate parents in Jammu District.
5. To find the difference in the parental awareness towards inclusive education between the parents belonging to the rural and urban areas in Jammu District.
6. To find the difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

RESEARCH QUESTIONS

1. What is the parental awareness towards inclusive education in Jammu district?
2. What is the parental attitude towards inclusive education in Jammu district?
3. Is there any difference in the parental awareness towards inclusive education between literate and illiterate parents in Jammu District?

4. Is there any difference in the parental attitude towards inclusive education between the literate and illiterate parents in Jammu District?
5. Is there any difference in the parental awareness towards inclusive education between the parents belonging to rural and urban areas in Jammu District?
6. Is there any difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District?

RESEARCH METHODOLOGY

By method one means a systematic approach towards a particular phenomenon. Methodology used in investigation determines its destiny. It is the nature of the techniques and procedures. Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of the present study case study method has been used.

Webster has defined methodology as “The science of method or arrangement, method is defined as orderliness and regularity or habitual practice of them in action.”

Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of present study ‘Descriptive Survey method’ is used. In descriptive survey method, a detailed description of existing phenomenon is collected with the intent of employing data to justify current conditions and practice or to make intelligent plans for improving them. In this context, Weisberg and Rowous (1977) opined that survey research permits us to study public opinion as well as their attitude. It can also be used to collect factual information. Descriptive survey method involves the use of variety of questions for collection of data.

Sample

A random sampling technique is employed for selecting the sample. Four schools of Jammu district are selected randomly. From schools 100 parents are selected randomly as well. Thus, total sample is comprised of parents, 50 from urban background and 50 from rural background.

Tool Employed

For research purpose the investigator used a self-made questionnaire and a self-made 5-point scale to collect the data.

The value of reliability coefficient (Cronbach alpha) for the scores obtained on the scale was found to be +0.85. A high value of reliability coefficient shows that all the items selected for inclusion in the attitude scale are internally consistent.

MAJOR FINDINGS OF THE STUDY

The conclusions of the present study are reported under the following subsections.

Research Objective 1

To find the parental awareness towards inclusive education in Jammu district.

In order to find the parental awareness towards inclusive education in Jammu District frequency was calculated. Item wise findings of the parent level of awareness level is given below:

Item 1: Disability is an infectious disease: 47% of the parents are of the opinion that disability is an infectious disease whereas 53% of the parents do not agree with the same. Hence, majority of the parents are aware that disability is not an infectious disease

Item 2: Disability can occur at any age: 47% of the parents are of the opinion that disability can occur at any age whereas 53% of the parents do not agree with the same. Hence, majority of the parents are not aware that disability can occur at any age.

Item 3: Disability is due to our fate: 44% of the parents are of the opinion that disability is due to our fate whereas 56% of the parents do not agree with the same. Hence, majority of the parents are aware that disability is not due to our fate.

Item 4: Marriage in blood relations can cause disability: 49% of the parents are of the opinion that marriage in blood relations can cause disability whereas 51% of the parents

do not agree with the same. Hence, majority of the parents are not aware that marriage in blood relations can cause disability.

Item 5: Children with disabilities usually have behavioural problems: 47% of the parents are of the opinion that children with disabilities usually have behavioural problems whereas 53% do not agree with the same. Hence, majority of the parents are aware that children with disabilities usually do not have behavioural problems.

Item 6: Proper medication can cure disabilities: 46% of the parents are of the opinion that proper medication can cure disabilities whereas 54% of the parents do not agree with the same. Hence, majority of the parents are aware that proper medication cannot cure disabilities.

Item 7: Children with disabilities can be fully cured: 46% of the parents are of the opinion that children with disabilities can be fully cured whereas 54% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities cannot be fully cured.

Item 8: Children with disabilities can become normal as they grow older: 54% of the parents are of the opinion that children with disabilities can become normal as they grow older whereas 46% of the parents do not agree with the same. Hence, majority of the parents are not aware that children with disabilities cannot become normal as they grow older.

Item 9: Disabilities are found in children only and not in adults: 48% of the parents are of the opinion that disabilities are found in children only and not in adults whereas 52% of the parents do not agree with the same. Hence, majority of the parents are aware that disabilities are not only found in children but also in adults.

Item 10: Disabilities can be caused from transmission of genes of the parents: 44% of the parents are of the opinion that disabilities can be caused from transmission of genes of the parents whereas 56% of the parents do not agree with the same. Hence, majority of the parents are not aware that disabilities can be caused from transmission of genes of the parents.

Item 11: Children with disabilities cannot perform daily living skills on their own: 45% of the parents are of the opinion that children with disabilities cannot perform daily living skills on their own whereas 55% of the parents do not agree with the same. Hence, majority of the parents are not aware that children with disabilities cannot perform daily living skills on their own.

Item 12: Children with disabilities should be kept in hospitals for their better management: 49% of the parents are of the opinion that children with disabilities should be kept in hospitals for their better management whereas 51% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities should be kept in hospitals for their better management.

Item 13: Children with disabilities cannot be educated and taught anything: 48% of the parents are of the opinion that children with disabilities cannot be educated and taught anything whereas 52% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities can be educated and taught anything.

Item 14: Children with disabilities cannot be admitted in normal schools: 48% of the parents are of the opinion that children with disabilities cannot be admitted in normal schools whereas 52% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities can be admitted in normal schools.

Item 15: Early intervention services can bring out improvement in children with disabilities: 47% of the parents are of the opinion that early intervention services can bring out improvement in children with disabilities whereas 53% of the parents do not agree with the same. Hence, majority of the parents are not aware that early intervention services can bring out improvement in children with disabilities.

Item 16: Special schools are beneficial for children with disabilities: 42% of the parents are of the opinion that special schools are beneficial for children with disabilities whereas 58% of the parents do not agree with the same. Hence, majority of the parents are not aware that special schools are beneficial for children with disabilities.

Item 17: Children with disabilities cannot study along with normal children: 44% of the parents are of the opinion that children with disabilities cannot study along with normal children whereas 56% of the parents do not agree with the same. Hence, majority of the parents are aware that children with disabilities can study along with normal children.

Item 18: Remedial teaching is provided to children with disabilities in special schools: 48% of the parents are of the opinion that remedial teaching is provided to children with disabilities in special schools whereas 52% of the parents do not agree with the same. Hence, majority of the parents are not aware that remedial teaching is provided to children with disabilities in special schools.

Item 19: Government has made many acts and policies for providing education to children with disabilities: 52% of the parents are of the opinion that government has made many acts and policies for providing education to children with disabilities whereas 48% of the parents do not agree with the same. Hence, majority of the parents are aware that government has made many acts and policies for providing education to children with disabilities.

Item 20: Government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also: 50% of the parents are of the opinion that government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also whereas 50% of the parents do not agree with the same. Hence, half of the parents are aware that government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also.

Overall Level of Awareness: From the analysis of the responses of the parents to the 20 items of awareness it is derived that the overall level of parental awareness towards inclusive education in Jammu district is low. The parents are yet to learn a lot about inclusive education. There is a need to create more awareness among them.

Research Objective 2

To find the parental attitude towards inclusive education in Jammu district.

In order to find the parental attitude towards inclusive education in Jammu District frequency was calculated. Item wise findings of the parent level of awareness level is given below:

Item 1: Children with disabilities should be educated in regular classrooms: 12% of the parents are neutral, 21% of the parents disagree, 23% of the parents strongly disagree, 29% of the parents agree and 15% of the parents strongly agree with the given statement that, children with disabilities should be educated in regular classrooms. Hence, a few among the parents responded neutrally whereas half of the remaining parents have extremely positive or positive attitude and the other half of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 2: Inclusive education is beneficial for children with and without disabilities: 8% of the parents are neutral, 19% of the parents disagree, 28% of the parents strongly disagree, 29% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education is beneficial for children with and without disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 3: Children with disabilities learn more in inclusive classrooms: 15% of the parents are neutral, 21% of the parents disagree, 25% of the parents strongly disagree, 24% of the parents agree and 15% of the parents strongly agree with the given statement that, children with disabilities learn more in inclusive classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 4: To teach children with and without disabilities in the same classrooms is a difficult task for teachers: 16% of the parents are neutral, 26% of the parents disagree,

23% of the parents strongly disagree, 21% of the parents agree and 14% of the parents strongly agree with the given statement that, to teach children with and without disabilities in the same classrooms is a difficult task for teachers. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 5: Inclusive education is practicable idea in Jammu: 15% of the parents are neutral, 18% of the parents disagree, 23% of the parents strongly disagree, 28% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education is practicable idea in Jammu. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 6: Inclusive education effects teacher student interaction: 15% of the parents are neutral, 16% of the parents disagree, 21% of the parents strongly disagree, 30% of the parents agree and 18% of the parents strongly agree with the given statement that, inclusive education effects teacher student interaction. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 7: Inclusive education develops balanced personality of students with disabilities: 10% of the parents are neutral, 15% of the parents disagree, 24% of the parents strongly disagree, 30% of the parents agree and 21% of the parents strongly agree with the given statement that, inclusive education develops balanced personality of students with disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 8: Inclusive education enhances educational achievements of students with disabilities: 10% of the parents are neutral, 18% of the parents disagree, 28% of the

parents strongly disagree, 27% of the parents agree and 17% of the parents strongly agree with the given statement that, inclusive education enhances educational achievements of students with disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 9: Inclusive education develops healthy self-concept among students with disabilities: 9% of the parents are neutral, 18% of the parents disagree, 23% of the parents strongly disagree, 31% of the parents agree and 19% of the parents strongly agree with the given statement that, inclusive education develops healthy self-concept among students with disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 10: Inclusive education creates awareness among people about disabilities and their needs: 11% of the parents are neutral, 17% of the parents disagree, 26% of the parents strongly disagree, 28% of the parents agree and 18% of the parents strongly agree with the given statement that, inclusive education creates awareness among people about disabilities and their needs. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 11: Teachers require specialized training for working in inclusive classrooms: 12% of the parents are neutral, 16% of the parents disagree, 26% of the parents strongly disagree, 25% of the parents agree and 21% of the parents strongly agree with the given statement that, teachers require specialized training for working in inclusive classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 12: Regular classroom teachers would have reservations about the inclusion of students with disabilities in their classrooms: 9% of the parents are neutral, 19% of the parents disagree, 22% of the parents strongly disagree, 30% of the parents agree and 20% of the parents strongly agree with the given statement that, regular classroom teachers would have reservations about the inclusion of students with disabilities in their classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 13: Presence of students with disabilities causes neglecting of students without disabilities in the same classrooms: 12% of the parents are neutral, 17% of the parents disagree, 20% of the parents strongly disagree, 30% of the parents agree and 21% of the parents strongly agree with the given statement that, presence of students with disabilities causes neglecting of students without disabilities in the same classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 14: Adaptations in curriculum are required to include students with disabilities in regular classrooms: 11% of the parents are neutral, 23% of the parents disagree, 23% of the parents strongly disagree, 27% of the parents agree and 16% of the parents strongly agree with the given statement that, adaptations in curriculum are required to include students with disabilities in regular classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely attitude towards the stated item.

Item 15: Communication problems are faced by teachers in inclusive classrooms: 12% of the parents are neutral, 15% of the parents disagree, 28% of the parents strongly disagree, 27% of the parents agree and 18% of the parents strongly agree with the given statement that, communication problems are faced by teachers in inclusive classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents

have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item

Item 16: Presence of students with disabilities in inclusive classrooms causes discomfort for students without disabilities: 10% of the parents are neutral, 18% of the parents disagree, 24% of the parents strongly disagree, 29% of the parents agree and 19% of the parents strongly agree with the given statement that, presence of students with disabilities in inclusive classrooms causes discomfort for students without disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 17: Students with severe disabilities cannot be included in the regular classrooms: 16% of the parents are neutral, 20% of the parents disagree, 25% of the parents strongly disagree, 24% of the parents agree and 15% of the parents strongly agree with the given statement that, students with severe disabilities cannot be included in the regular classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 18: Adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms: 9% of the parents are neutral, 19% of the parents disagree, 28% of the parents strongly disagree, 28% of the parents agree and 16% of the parents strongly agree with the given statement that, adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Item 19: Teachers don't motivate students with disabilities to participate in inclusive classroom activities: 7% of the parents are neutral, 22% of the parents disagree, 21% of the parents strongly disagree, 28% of the parents agree and 22% of the parents strongly agree with the given statement that, teachers don't motivate students with disabilities to

participate in inclusive classroom activities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely positive or positive attitude and minority of the remaining parents have extremely negative or negative attitude towards the stated item.

Item 20: Inclusive education ultimately leads to social inclusion of children without disabilities: 12% of the parents are neutral, 21% of the parents disagree, 27% of the parents strongly disagree, 24% of the parents agree and 16% of the parents strongly agree with the given statement that, inclusive education ultimately leads to social inclusion of children without disabilities. Hence, a few among the parents responded neutrally whereas majority of the remaining parents have extremely negative or negative attitude and minority of the remaining parents have extremely positive or positive attitude towards the stated item.

Overall Level of Attitude: From the analysis of the responses of the parents to the 20 items of attitude it is derived that the overall level of parental attitude towards inclusive education in Jammu district is predominantly negative.

Research Objective 3

To find the difference in the parental awareness towards inclusive education between the illiterate and literate parents in Jammu District.

There is no significant difference between the parental awareness towards inclusive education between illiterate and literate parents in Jammu District.

Research Objective 4

To find the difference in the parental attitude towards inclusive education between the illiterate and literate parents in Jammu District.

There is no significant difference between the parental attitude towards inclusive education between illiterate and literate parents in Jammu District.

Research Objective 5

To find the difference in the parental awareness towards inclusive education between the parents belonging to the rural and urban areas in Jammu District.

There is no significant difference between the parental awareness towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

Research Objective 6

To find the difference in the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

There is no significant difference between the parental attitude towards inclusive education between the parents belonging to rural and urban areas in Jammu District.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be incorporated for further research:

- 1) It is recommended that further research may be conducted on a large sample in order to arrive at more generalized results.
- 2) It is recommended that a comparative study between the parents belonging to different generations may be conducted in order to find the difference in their opinion and attitude towards inclusive education.
- 3) It is recommended that a comparative study between the parents of normal children and the parents of children with disabilities may be conducted in order to find the difference in their perspective and attitude towards inclusive education.
- 4) It is recommended that further research may also include other districts of Jammu and Kashmir for a better picture on the prevailing status of inclusive education in the state of Jammu and Kashmir.
- 5) It is recommended that a comparative study between the parents of Jammu and the parents of other districts be conducted to find the difference in the prevailing

status of inclusive education in different districts in the state of Jammu and Kashmir.

- 6) Due to the paucity of time the present at study was only quantitative in nature, whereas using qualitative analysis could have enhanced the results. So mixed-method research should be used that includes both quantitative and qualitative methods of analysis.

DELIMITATIONS OF THE STUDY

The present study was confined to 100 randomly selected parents of Jammu district only.

REFERENCES

- Meyers, C. E. & Blacher, Jan. 1987. Parents' Perceptions of Schooling for Severely Handicapped Children: Home and Family Variables, *53*(5), 441-449.
- Hanline, M. F. & Halvorsen, A. 1989. Parent perceptions of the integration transition process: Overcoming artificial barriers. *Exceptional Children*, *55*, 487-492.
- Miller, L.J., and S. Phillips. 1992. Parental attitudes toward integration. *Topics in Early Childhood Special Education*, *12*, 230-46.
- Peck, C.A., P. Carlson, and E. Helmstetter. (1992). Parent and Teacher Perceptions of Outcomes for Typically Developing Children Enrolled in Integrated Early Childhood Programs: A Statewide Study. *Journal of early intervention*, *16*, 53-63.
- Fuchs, D. & Fuchs L.S. (1994) Inclusive schools' movement and the radicalization of special education reform. *Exceptional Children*, *60*, 294-309.
- Green Susan K. & Shinn Mark R. (1994). Parent Attitudes about Special Education and Reintegration: What is the Role of Student Outcomes? *61*(3), 269-281.
- Guralnick, M. J., Connor, R., & Hammond, M. (1995). Parent perspectives of peer relations and friendships in integrated and specialized programs. *American Journal on Mental Retardation*, *99*, 457-476.
- Palmer David S., Borthwick-Duffy Sharon A. & Widaman Keith (1995). Parent Perceptions of Inclusive Practices for Their Children with Significant Cognitive Disabilities, *64*(2), 271-282.
- Innes Fiona K. & Diamond Karen E. (1999). Typically Developing Children's Interactions with Peers with Disabilities Relationships Between Mothers' Comments and Children's Ideas About Disabilities, *19*(2), 103-111.
- Kasari Connie, Stephanny Freeman F. N., Bauminger Nirit & Alkin Marvin C. (1999). Parental Perspectives on Inclusion: Effects of Autism and Down Syndrome, *29*(4), 297-305.

- Scheepstra, A. J. M., Nakken, H., & Pijl, S. J. (1999). Contacts with classmates: The social position of pupils with Down's syndrome in Dutch mainstream education, *European Journal of Special Needs Education*, 14, 212–220.
- Balboni, G. & Pedrabissi, L. (2000). Attitudes of Italian teachers and parents toward school inclusion of students with mental retardation: The role of experience. *Education and Training in Mental Retardation and Developmental Disabilities*, 35, 148–59.
- Palmer, D. S., Fuller, K., Arora, T., & Nelson, M. (2001). 'Taking sides: Parents' views on inclusion for their children with severe disabilities', *Exceptional Children*, 67, 467-484.
- Pivik, J., McComas, J., & Laflamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional Children*, 69, 97-107.
- Elkins, J., van Kraayenoord, C.E. & Jobling, A. (2003). Parents' attitudes to inclusion of their children with special needs. *Journal of Research in Special Educational Needs*, 3, 122–129.
- O'Connor, Una, Hartop Brendan & Mcconkey Roy (2003). Parental views on the statutory assessment and educational planning for children with special educational needs. *European Journal of Special Needs Education*, 20(3), 251-269.
- Peck Charles, Staub Debbie, Gallucci Chrysan & Schwartz Ilene S. (2004). Parent Perception of the Impacts of Inclusion on Their Nondisabled Child, 29(2), 135-143.
- Leyser Yona & Kirk Rea (2004). Evaluating Inclusion: an examination of parent views and factors influencing their perspectives', *International Journal of Disability, Development and Education*, 51(3), 271-285.
- Rafferty Yvonne & Griffin Kenneth W. (2005). Benefits and Risks of Reverse Inclusion for Pre-schoolers with and without Disabilities: Perspectives of Parents and Providers, 27 (1), 173-192.

- Roll-Pettersson Lisa & Mattson Eva Heimdahl (2007). Perspectives of Mothers of Children with Dyslectic Difficulties Concerning Their Encounters with School: A Swedish Example, *European Journal of Special Needs Education*, 22(4), 409-423.
- Boer Anke de, Pijl Sip Jan & Minnaert Alexander (2010). Attitudes of parents towards inclusive education, *European Journal of Special Needs Education*, 2(2), 165-181.
- Bennett, S., & Gallagher, T. (2013). High School Students with Intellectual Disabilities in the School and Workplace: Multiple Perspectives on Inclusion. *Canadian Journal of Education*, 36(1).
- Mukherjee, A., Neogi S. & D. Sikdar (2015). Inclusive Education in Kolkata – How Parents View It. *International Journal of Home Science*, 1(1), 41-45.
- Ceylan, Remziye & Aral, Neriman (2016). The Opinions of Mothers of Children with Special Needs Regarding Inclusive Education, *Journal of Education and Training Studies*, 1(9), 154-161.
- Elton-Chalcraft Sally, Cammack Paul J. & Liz Harrison (2016). Segregation, Integration, Inclusion and Effective Provision: A Case Study of Perspectives from Special Educational Needs Children, Parents and Teachers in Bangalore India, 31(1).
- Shourbagi Sahar El (2017). Parental involvement in inclusive classrooms for students with learning disabilities at Omani schools as perceived by teacher, 2(2).
- Stevens Lisa & Wurf Gerald (2018). Perceptions of inclusive education: A mixed methods investigation of parental attitudes in three Australian primary schools, 13(4).

APPENDIX – A

QUESTIONNAIRE FOR THE PARENTAL AWARENESS TOWARDS INCLUSIVE EDUCATION

Investigator:

Rukma Rathore

Supervisor:

Dr. Rohnika Sharma

IDENTIFICATION DATA:

Name of the parent:

Gender:

Qualification:

Residential Background:

Do you have any child with disabilities – Yes () or No ()

NOTE: The questionnaire consists of 20 items with two options each of Yes/No. Choose any of one of these.

S. No.	Statements	Yes	No
1.	Disability is an infectious disease.		
2.	Disability can occur at any age.		
3.	Disability is due to our fate.		
4.	Marriage in blood relations can cause disability.		
5.	Children with disabilities usually have behavioural problems.		
	Proper medication can cure disabilities.		

S. No.	Statements	Yes	No
6.			
7.	Children with disabilities can be fully cured.		
8.	Children with disabilities can become normal as they grow older.		
9.	Disabilities are found in children only and not in adults.		
10.	Disabilities can be caused from transmission of genes of the parents.		
11.	Children with disabilities cannot perform daily living skills on their own.		
12.	Children with disabilities should be kept in hospitals for their better management.		
13.	Children with disabilities cannot be educated and taught.		
14.	Children with disabilities cannot be admitted in normal schools.		
15.	Early intervention services can bring out improvement in children with disabilities.		
16.	Special schools are beneficial for children with disabilities.		
17.	Children with disabilities cannot study along with normal children.		
18.	Remedial teaching is provided to children with disabilities in special schools.		
19.	Government has made many acts and policies for providing education to children with disabilities.		
20.	Government acts such as PWD Act, NT Act and RTE Act are applicable to Jammu and Kashmir also.		

APPENDIX – B

SCALE FOR THE PARENTAL ATTITUDE TOWARDS INCLUSIVE EDUCATION

Investigator:

Rukma Rathore

Supervisor:

Dr. Rohnika Sharma

IDENTIFICATION DATA:

Name of the parent:

Gender:

Qualification:

Residential Background:

Do you have any child with disabilities – Yes () or No ()

NOTE: The scale consists of 20 items with five options each. Choose any of one of these:

Strongly Disagree (S.D/A)

Disagree (D)

Neutral (N)

Agree (A)

Strongly Agree (S.A)

S.No.	Statements	S.D/A	D	N	A	S.A
1.	Children with disabilities should be educated in regular classrooms.					
2.	Inclusive education is beneficial for children with and without disabilities.					
3.	Children with disabilities learn more in inclusive classrooms					
4.	To teach children with and without disabilities in the same classrooms is a difficult task for teachers.					
5.	Inclusive education is practicable idea in Jammu.					
6.	Inclusive education effects teacher student interactions.					
7.	Inclusive education develops balanced personality of students with disabilities.					
8.	Inclusive education enhances educational achievements of students with disabilities.					
9.	Inclusive education develops healthy self-concept among students with disabilities.					
10.	Inclusive education creates awareness among people about disabilities and their needs					
11.	Teachers require specialized training for working in inclusive classrooms.					
12.	Regular classroom teachers would have reservations about the inclusion of students with disabilities in their classrooms.					
13.	Presence of students with disabilities causes neglecting of students without disabilities in the same classrooms.					

S.No.	Statements	S.D/A	D	N	A	S.A
14.	Adaptations in curriculum are required to include students with disabilities in regular classrooms.					
15.	Communication problems are faced by teachers in inclusive classrooms.					
16.	Presence of students with disabilities in inclusive classrooms causes discomfort for students without disabilities.					
17.	Students with severe disabilities cannot be included in the regular classrooms.					
18.	Adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms.					
19.	Teachers don't motivate students with disabilities to participate in inclusive classroom activities.					
20.	Inclusive education ultimately leads to social inclusion of children without disabilities.					