Do our School Principals Serious towards Inclusive Education? A study of awareness and attitude of School Principals towards Inclusive Education

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Abstract

The main purpose of this study was to explore the awareness and attitude of secondary school principals of the Agra Education district of the Uttar Pradesh State of India on inclusive education. The study was conducted with a descriptive survey research design. The data were collected from the school principals by using questionnaires, structured interview and observational checklist. The finding of the study revealed that most of the school principals concerning their demography have above-average awareness levels on inclusive education and almost all of them are quite favorable towards their attitude towards the introduction of Inclusive Education in Secondary School. There was a very significant difference between awareness and attitude of inclusive education of the principals concerning various demographic factors. The support services the schools received from various stakeholders to implement inclusive education at the secondary stage were found unsatisfactory. Thus, collaborative efforts between schools and various stakeholders such as Govt. NGOs, Parents, and communities to implement inclusive education in mainstream education schools are highly recommended.

KEYWORDS: Inclusive education, differently able students, peers, Principals, demography, participation, awareness, attitude.


Background of the study:

Inclusive education (IE) is considered as an innovation of our time (Dillip& Ashish 2015). It is an opportunity for differently able children in an enabling normal teaching and learning environment where, students – with or without disabilities are capable to learn together through access to common school resources and with an appropriate network of support services. It is a flexible education system where both categories of learners can develop a community of learning society through diversity in students, teachers, resources and learning strategies thus a person with the disability will not feel segregated to the system rather enjoy the integration by participating fully in all educational system as an indispensable member (Dillip, 2012, Bender, W. N., Vail, C. O., & Scott, K., 1995). In an inclusive environment all stakeholders in the system such as; learners, teachers, principals, parents, community, are essentially to be comfortable with the diversities and consider it from an optimistic goal than a problem.

Source:https://ssa.assam.gov.in/information-services/inclusive-education
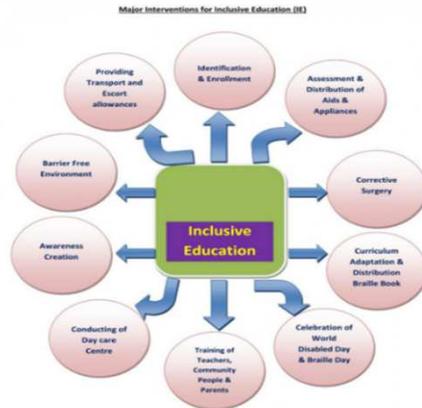
Research on inclusive education revealed that the application of inclusiveness in education developed both social, academic and cultural outcomes for all learners. In an inclusive class, both differently able children and normal children interacted with each other through their unique characteristics, interest, and abilities, thus, the normal peers developed positive attitudes and perceptions towards the differently able friends(Dillip & Ravikant 2012).Therefore, inclusive education prepares the foundation to establish an inclusive society where everyone accepts and respects each other's diversity. The World Education Forum in Senegal in 2000 restated the principals of inclusive education which was adopted at Salamanca's statement in 1994. As per the United Nations Convention on People with Disabilities, (2006), the international community is becoming increasingly aware of the different educational models for bringing differently able children it the mainstream. Among three basic models include segregated, integrated and inclusive education, increasingly overwhelming support is being shown by people from all segments towards the right to education in the form of inclusive education for differently able children. The Constitution of India clearly states that every citizen of India has the right to equality of status and opportunities and they can promote their right in all possible ways.
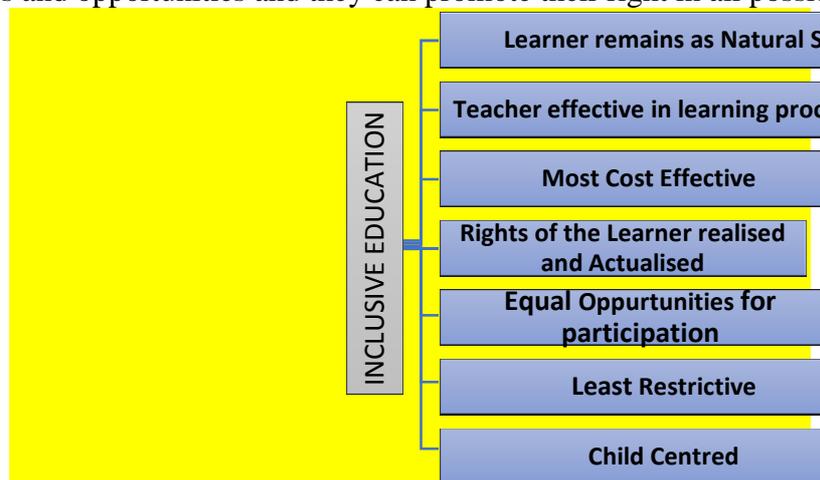
Article 41 of the Directive Principles of the Indian Constitution emphasized the right to work, education and public assistance in certain cases including the education of the differently able population in a normal environment. Further, article 45 of the Indian constitution has enacted the provision of free and compulsory education for all children up to the age of 14 years which is the joint responsibility of both states and central government. The 86 Constitutional amendment Act in 2002 enforced by the parliament making education a fundamental right of all children in the age group of 6-14 years, clarifying that "all" includes children with disabilities as well. Indian education commission, Ram Murthy Committee, and National Policies on education

have recommended that the Government of India and the state governments need to address the gaps in their education system regarding the education of differently able children by introducing inclusive education in primary and secondary schools. The National Policy on Education, 1986, and the Programme of Action (1992) stress on the need for integrating children with special needs with their normal peers mean through inclusive educations the differently able children will grow normally and lead their life with courage and confidence.

Fig.3.13: Status of school attendance of disabled population 5-19 years in India (in %) - Census, 2011

Fig. 3.4: Disabled population by type of Disability in India - Census, 2011
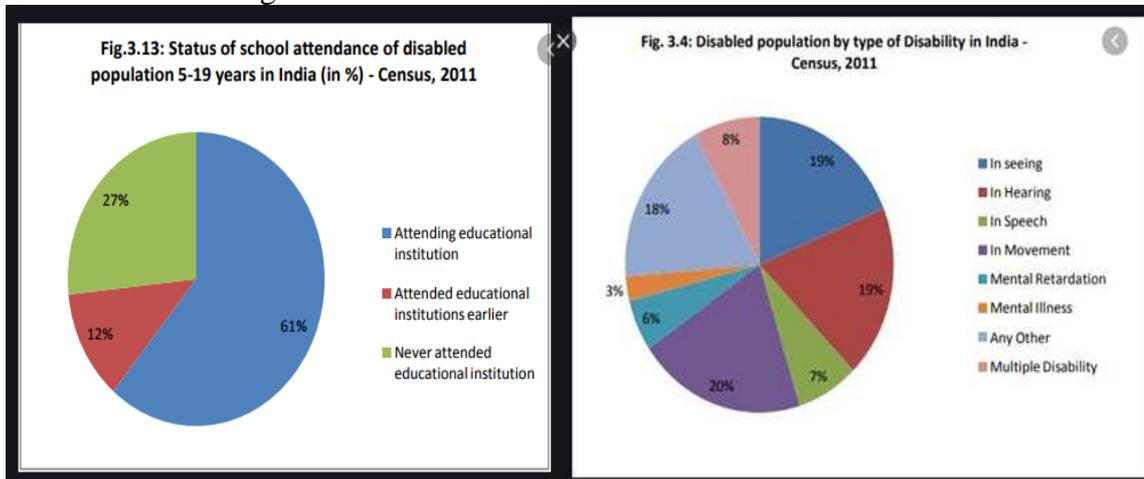
Chart source: Sarvekshana, 36th & 47th rounds, National Sample Survey Organization, Department of Statistics, Ministry of Planning & Program Implementation, and

The Persons with Disabilities Act 1995 has been created to give equal opportunities to the differently able people so that they can protect their rights and fully participate in the national development activities. Article 26 (A) of the persons with disabilities act 1995 has instructed the central, states and local government to provide free education to all differently able children until they reach the age of 18 through adequate and appropriate resources and learning environment. The National Action Plan through inclusion in education of child and youth with disabilities in 2005 recommended that the differently able children should be educated in an inclusive environment from pre-primary to higher education. This is to ensure that the inclusion of differently able students should be conducted in an educational environment which is appropriately affordable, accessible, and available nearest to their living place.

The rationale of the study:

In India, about 40 million people live one or more disabilities. Over time though the Govt. of India has taken many proactive steps for the creation of several policies for the welfare of differently able people through education yet the implementation of these policies is not very encouraging. As a result, the mission of 'Education for all' is not meeting its objectives. The SarvaShikshaAbhiyan(SSA) had emphasized the Universal Elementary Education for the children with disabilities by 2010 with "Zero Rejection", means the students must have all acceptable facilities equal to the normal children. The scheme provided both basic and advanced facilities for the inclusion of children with disabilities in general schools at the elementary level where over 5 lakhs of differently able children have completed their primary education. This development has motivated the government to enact policies, plans, and programs for the secondary education of children with disabilities through RashtriyaMadhyamikShikshaAbhiyan.Considering the constitutional obligations the central Govt. sponsored the scheme of IEDSS (INCLUSIVE EDUCATION OF THE

DISABLED AT THE SECONDARY STAGE),The Eight years elementary schooling and the four years secondary schooling in the inclusive environment should address all prescribed infrastructural and learning resources for them. The RashtriyaMadhyamikShikshaAbhiyan has recommended involving recognized Non-Governmental Organizations having work experience in the field of special education. The responsibility of the implementation of this project is given to the school education department of the states and UTS (Union Territories).No doubt, this vision of our policymakers is very optimistic but its implementation at the grassroots level is a big challenge. Because after passing Elementary schooling only 27% differently able children come to the secondary classes and 57%of them are dropped out until they complete their secondary school. Many researchers found that the reasons for the low enrollment are lack of proper planning for resource mobilization and management and motivation.

It is also found that the success of this plan requires the Principals, Teachers, Parents, and community members to work collaboratively as they are the primary stakeholders of school education, and the school needs to take the leadership to make this collaboration effective. First of all, the stakeholders should possess an acceptable level of awareness about the concept of Inclusive Education and their attitude towards its implementation in secondary schools should be positive. Thus, if schools have to take the leadership for its implementation, the plan depends to a large extent on the perceptions and ability of school principals and teachers to make accommodations for individuals with special needs (Bender, W. N., Vail, C. O., & Scott, K., 1995).The success of inclusive education is associated with the principals' awareness, attitude, and perception because these are the guiding elements for their planning and execution of inclusive projects in their schools. (Collins & White, 2001).

 The principal's positive attitude would be associated with greater variability of resources and time to enable different interveners to collaborate (Collins & White, 2001).School principals must demonstrate attitudes, abilities, and knowledge of strategies to facilitate inclusive practices (Collins & White, 2001).They have a critical role in setting inclusive projects in their schools and disseminate their outcome in the community. In one way the principals play the role of a communicator between the Govt. and the school and on the other hand, he engages the school community by motivating them through his creativity and intelligence. Many scholars who have authority in inclusive education have discussed the success of this project from the administrative transformation point of view (Beaupréet al., 2004; Bélanger, 2004; Collins & White, 2001; Guzmán, 1997; Ingram, 1997; Parent, 2004; Praisner, 2003). In this way, the Principals find themselves in the ecosystem (by their relationship with the school board), as well as in the mesosystem (by virtue of their relationship with the teacher and other interveners), and the microsystem where their relationship with the teachers, members of the community, students and their parents for bringing visible change in the society. (Bronfenbrenner& Morris, 1998). This type of leadership better suits the change in attitude necessary to play a crucial role in the success of relationships between ordinary and special education teachers (Guzmán, 1997) and would help integrate disabled students in a natural environment with very little restriction (Praisner, 2003).

The principals' leadership in inclusion needs to meet the demands of increasingly diverse students from both the mainstream community as well as from the community of differently able children. The school principals should exercise their leadership and administrative authority for transforming their school into a popular destination for both general and differently able children (Brotherson, Sheriff, Milburn, & Schertz,

2001; Guzmán, 1997; Kerzner andGartner, 1998).Praisner (2000) studied the principal's attitude towards inclusive education and found only 20% of the principals possessed a positive attitude. Positive perceptions and approaches promote appropriate policies and support necessary for a successful inclusive education program (ASHFAQ, BASHIR, HASSAN 2015).

Despite very optimistic legislation, the current environment of inclusive education in India is not very encouraging and the implementation has been meeting with negativity in schools and communities, especially in rural areas (Sharma 1993). The researchers have found that there is a poor sensitivity of stakeholders such as school administrators, teachers, parents and peers and lack of readiness of the system become additional factors contributing to the deprivation of disable children. Additionally, some parents of normal children also creating a barrier in the path of inclusion by complaining about their existence with their normal children also prevent the exclusion of children with disabilities from the mainstream (Ankur&Neeraja 2013). Therefore, it has become essential for an intervention program for parents, teachers and school administrators for the successful implementation of the program.

Furthermore, it is essentials to create an environment where the normal children will accept their differently able academic peers and support them in their education, carrier and overall well-being (Ramalingam, Deepa 1996). The teachers may try to organize a peer-mentoring group where the differently able children receive continuing support, guidance and counseling from their normal peer members.This inclusive model should be implemented as a challenge to the restrictions imposed by the existing models of mainstreaming and integration.

The study was conducted on the school of Agra Educational District, which is one of the very prominent tourist places of the state of Uttar Pradesh. The state has achieved only 68% literacy rate, where male literacy stands at 77.28 percent while female literacy is at 57.18 percent (As per 2011 census). However, the literacy rate of differently able children is reported merely 39% for boys and 25% for girls atthe primary level. Considering public interest litigation (PIL) in 2017 the Supreme Court of India has asked the Govt. of Uttar Pradesh to come up with a mechanism for the implementation of Inclusive Education in its schools so that students' suffering from disability are not kept away. This has made the state Govt. to take numerous actions, such as a review of its legislation for inclusive education and framing budget, free education, scholarship facilities, the appointment of special education counselors, provision for resource room and training of stakeholders, etc. However, despite the above efforts of the Govt, the success of inclusive education in the state is very low. It is found that only 32% of special needs students are coming to secondary class and the dropout rate is very high. Therefore only 12% are completing high school education and only 13% are completing higher secondary school examinations. Considering the above facts are alarming for the future of inclusive education in the state the present research was conducted between May 2017 and December 2019, where the awareness and attitude of the stakeholders were evaluated. This research paper has been prepared through the collected data as one of the outcomes of this research.

Objectives
1. To study the awareness of principals, on inclusive education concerning various demographic factors.
2. To study the attitude of principals, towards the introduction of inclusive education in secondary schools concerning various demographic factors.
3. To find out the correlation between the awareness and attitude of the

respondents on inclusive education at secondary schools.

The Hypothesis of the Study

1) There is no significant difference in the awareness levels of principals on inclusive education concerning various demographic factors.
2) There is no significant difference between the attitude levels of principals, towards the introduction of inclusive education in secondary schools concerning various demographic factors.
3) There does not exit any significant correlation between the awareness and attitude levels of the respondents' levels of principals, on inclusive education concerning various demographic factors.

Scope & Delimitation of Study

The study will be delimited to:-

- The study of awareness and attitude of Principals on inclusive education
- The Secondary Schools located in Agra Education district, Uttar Pradesh.

Research Design

It is descriptive research. The Research Design of the problem entails mainly the survey method, multiple levels of data collection and analysis. The methods are quantitative which includes a questionnaire survey. Under the qualitative method, the interview and observation schedule was included.

Variables used in the study

The Independent Variables are the demographic variables of the respondents and the Dependent Variables are the response and opinion of the respondents on the Awareness and Attitude on Inclusive Education.

Population and Sample of Study

The study encompassed the target population of 150 secondary school principals. However, for some hypotheses due to lack of adequate sample, only 100 principals have constituted the population of the study. A purposive sampling technique was used to select samples of all types of respondents.

Tool and Techniques of Data Collection

Questionnaire on awareness of the respondents of Inclusive Education

Questionnaire on the attitude of the respondents towards the introduction of Inclusive Education in Secondary Schools

Research Instruments

Questionnaire for Principals: The original awareness and attitude questionnaires on Inclusive Education (IE) were developed by Dillip and Ashish (2013) and the modified form was used. The awareness questionnaire was containing 70 statements under three sections such as Fundamental Concepts of IE, Policy, and Program of IE, Effective Implementation of IE, Infrastructural Facilities required for IE, Outcomes of IE, Issues, and Challenges of IE and the Attitude questionnaire was containing 45 statements.

Validation of research instruments

The researcher involved 7 experts in the field of special/inclusive education. The modified instruments were sent to them for review and improvements. The age range of exerts was from 45 to 70 years and the experience range was 18 to 30 years. All the experts reviewed and examine the questionnaires and provided feedback. The questionnaires were finalized in the light of feedback received from experts. The instrument has validity, as obvious, from how it has been developed. The test-retest reliability of the instrument was established by administering it on a randomly selected 300 secondary school Principals who had earlier responded, by re-administering the instrument after one week. The reliability coefficient was found

0.78 for the awareness scale and 0.73 for the attitude scale. The value of reliability co-efficient indicates the high reliability of the instrument.

**The procedure of Data Collection**

The data for the present study were collected by circulating and administrating the questionnaire on the sample. The investigator has personally collected the data

Statistical Treatment

Awareness level of Principals on Inclusive Education					Attitude level of Principals towards the introduction of Inclusive Education			Correlation of the Awareness and Attitude of Principals on Inclusive Education		
Respondents	N	M	SD	t	M	SD	t	Co-relation Value	Co-variance Value	significance of correlation
Male Principals	75	59.8	8.38	9.33 0.0001*	98.96	11.81	12.31 0.0001*	0.91	91.12	Highly Significant Correlation
Female Principals	75	58.77	9.07		87.35	14.99		0.92	106.76	Highly Significant Correlation
Urban School Principals	75	65.4	3.46	7.60 0.0001*	83.19	17.71	9.38 0.0001*	0.93	51.95	Highly Significant Correlation
Rural School Principals	75	45.17	3.43		84.32	23.68		0.96	68.50	Highly Significant Correlation
Special School Principals	50	63.24	5.85	17.05 0.0001*	103.96	18.73	7.07 0.0001*	0.92	93.38	Highly Significant Correlation
General School Principals	50	51.82	10.23		80.8	15.59		0.96	153.43	Highly Significant Correlation
Private School Principals	50	53.26	7.7	6.45 0.0001*	87.98	17.11	4.44 0.0001*	0.98	107.03	Highly Significant Correlation
Government School Principals	50	46.54	6.13		74.64	12.81		0.97	76.63	Highly Significant Correlation
Principals from Science Background	75	67.55	1.82	22.93 0.0001*	101.08	15.4	8.02 0.0001*	0.96	26.91	Highly Significant Correlation
Principals from Humanities Background	75	64.15	4.6		83.77	11.96		0.91	50.26	Highly Significant Correlation
Principals of English Medium School	50	53.7	8.02	3.37 0.001*	82.3	14.26	8.66 0.0001*	0.98	112.52	Highly Significant Correlation
Principals of Hindi Medium School	50	42.98	4.89		78.22	15.6		0.94	71.78	Highly Significant Correlation

Experience above 10 Years	75	60.77	6.42	2.99 0.01*	86.95	15.08	7.57 0.0001*	0.96	79.47	Highly Significant Correlation
Experience below 10 Years	75	66	3.17		104.76	13.1		0.90	37.29	Highly Significant Correlation

In the present study, the researcher had used mean, SD and' tests like the statistical technique to test the acceptance or rejection of the hypothesis and spearmen's coefficient of correlation were computed to find out the relationship between two variables.
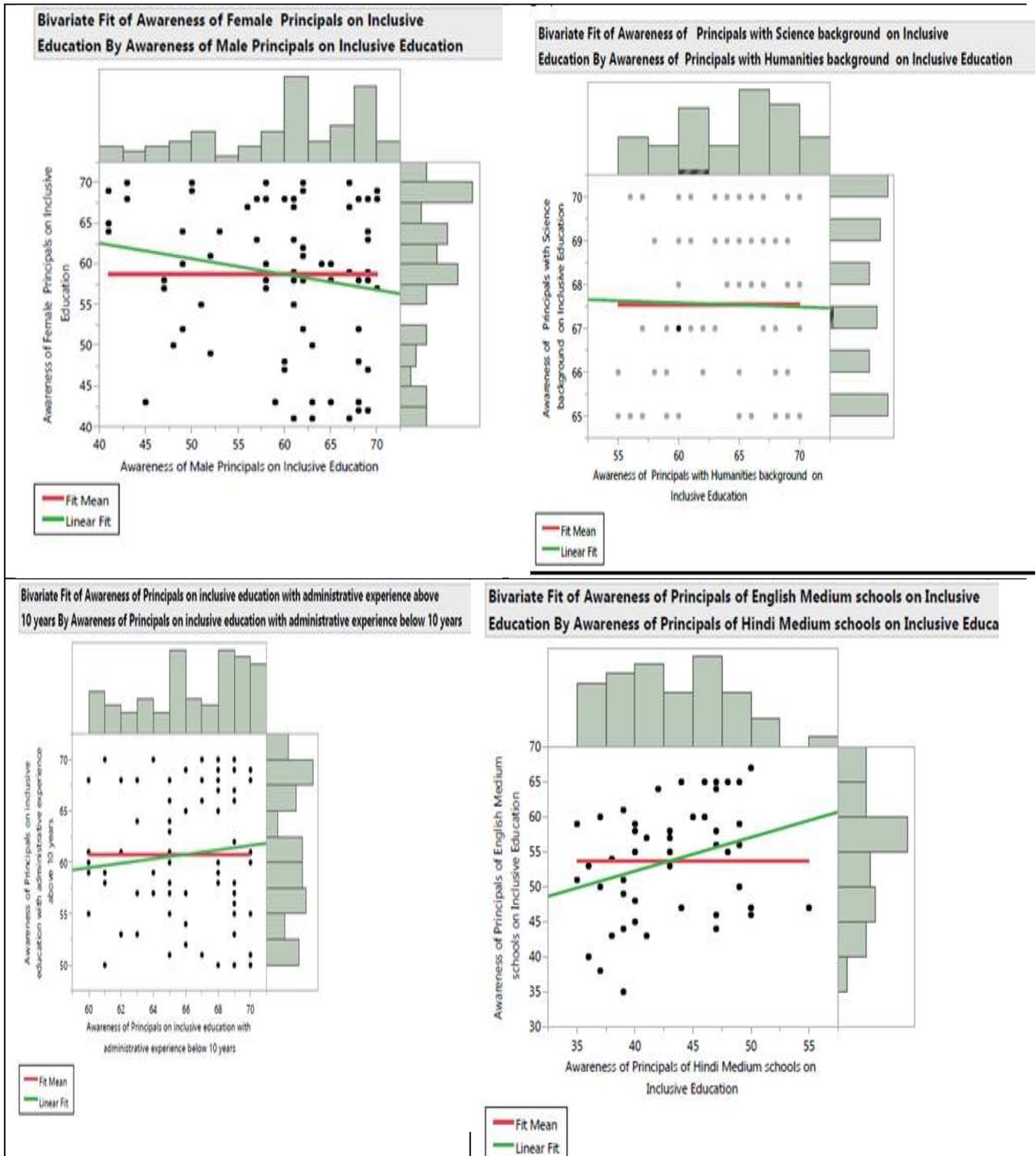
Significant level
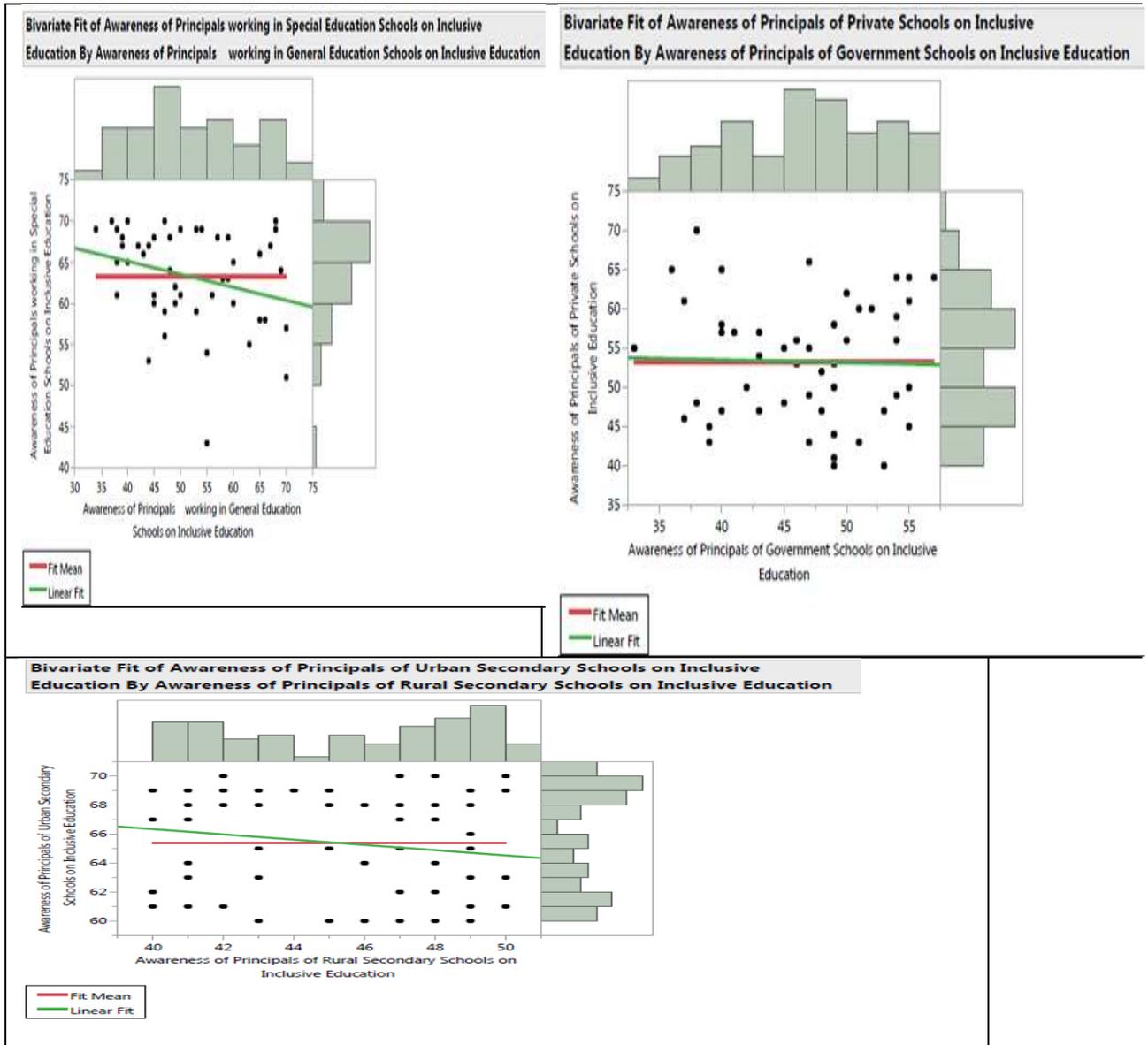
Graphical representation of Attitude of the Principals towards the introduction of Inclusive Education in Secondary School

Graphical representation of Attitude of the Principals towards the introduction of Inclusive Education in Secondary School
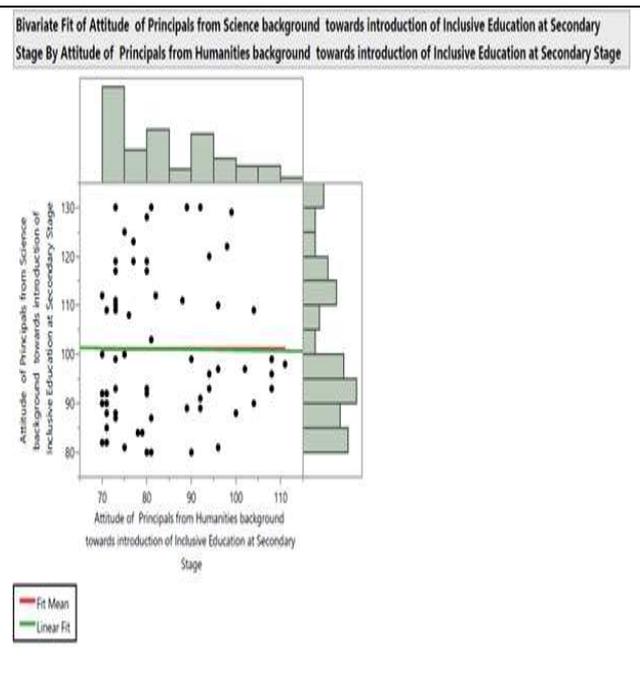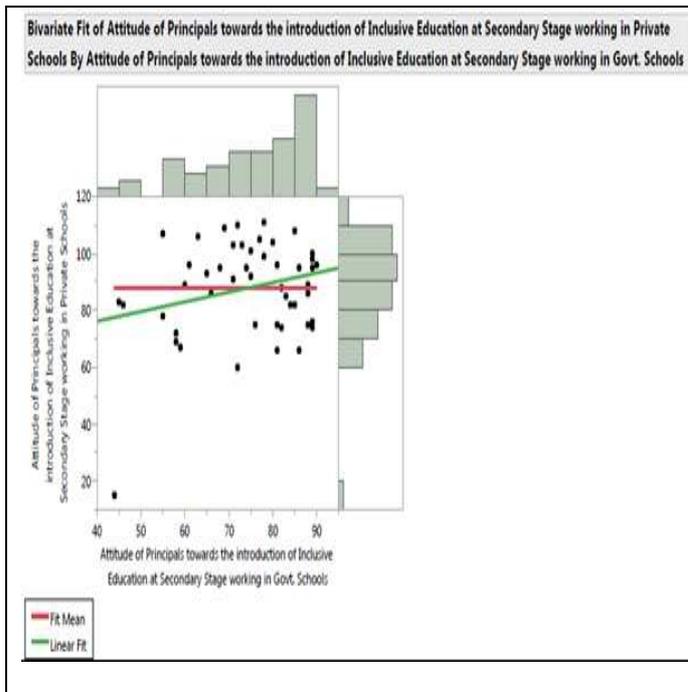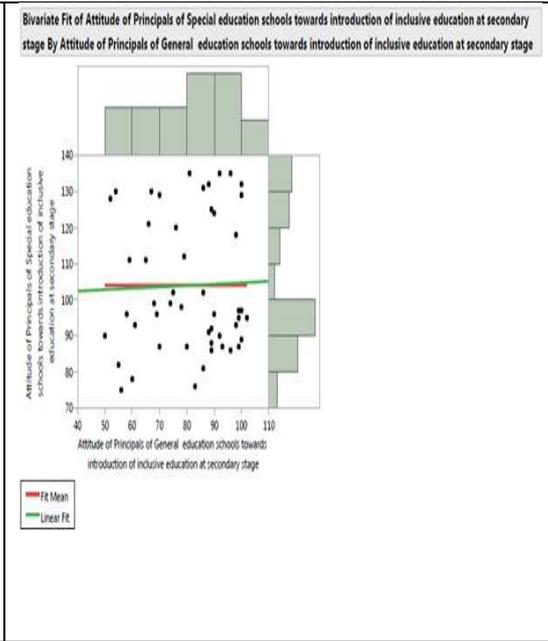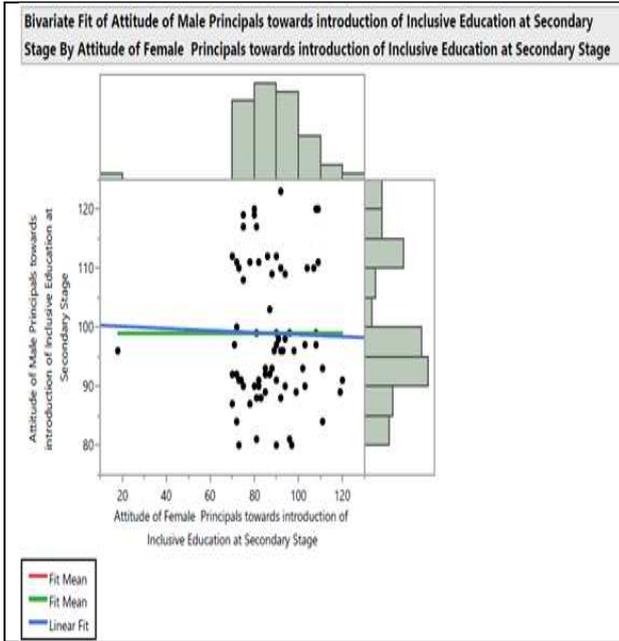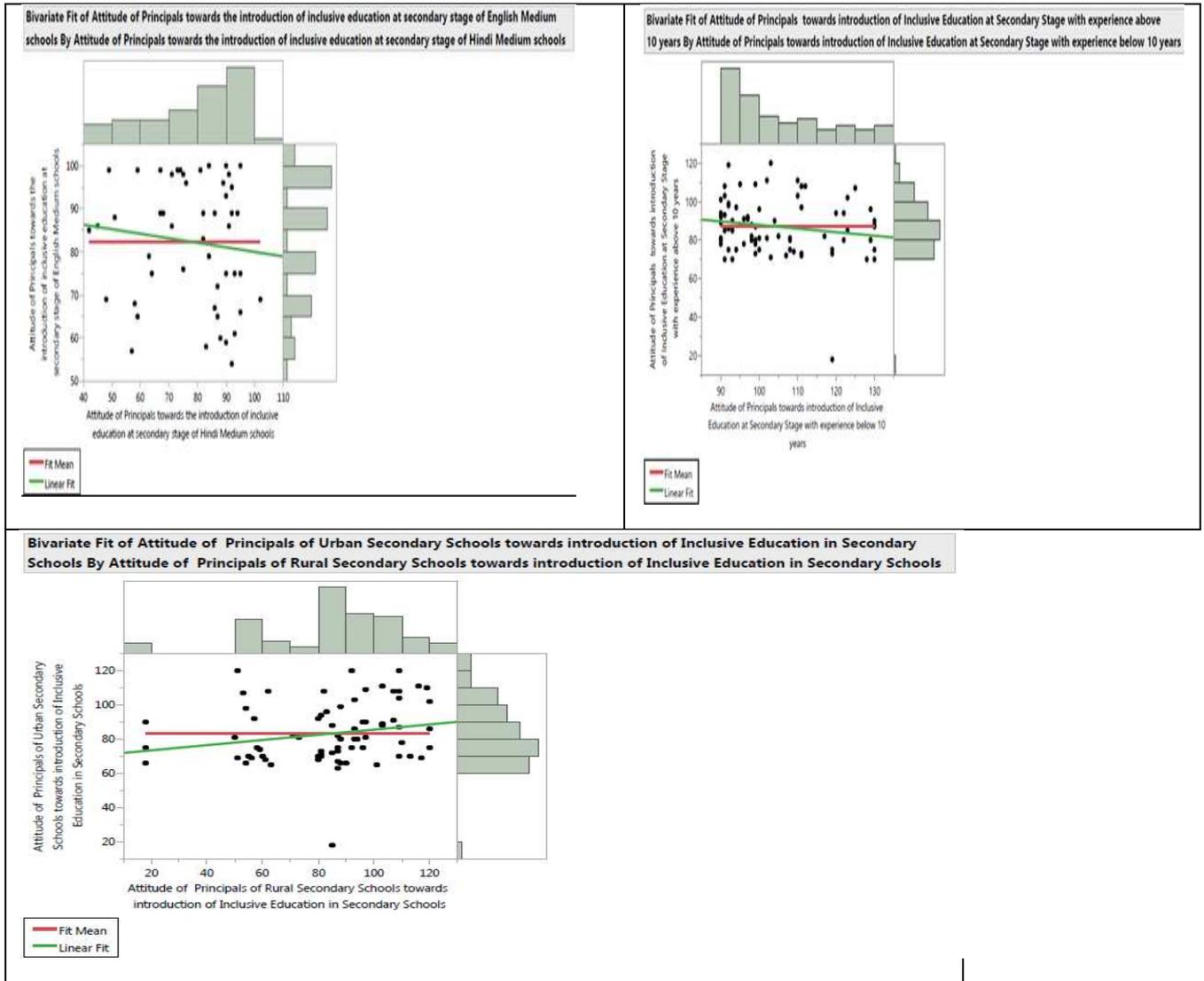
Graphical representation of the Correlation between Awareness and Attitude levels of the Principals on Inclusive Education concerning various demographic factors

Bivariate Fit of Awareness of Male Principals on Inclusive Education By Attitude of Male Principals towards introduction of Inclusive Education in Secondary Schools
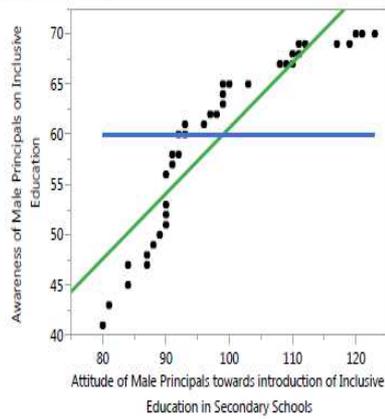

Bivariate Fit of Awareness of Female Principals on Inclusive Education By Attitude of Female Principals towards introduction of Inclusive Education in Secondary Schools


Bivariate Fit of Awareness of Principals of Urban Secondary Schools on Inclusive Education By Attitude of Principals of Urban Secondary Schools towards introduction of Inclusive Education in Secondary Schools


Bivariate Fit of Awareness of Principals of Rural Secondary Schools on Inclusive Education By Attitude of Principals of Rural Secondary Schools towards introduction of Inclusive Education
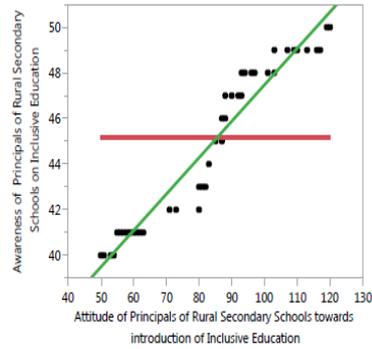
Bivariate Fit of Awareness of Principals of Special Education Schools on Inclusive Education By Attitude of Principals of Special Education Schools towards introduction of Inclusive Education in Secondary Schools


Bivariate Fit of Awareness of Principals of General Education Schools on Inclusive Education By Attitude of Principals General Education Schools towards introduction of Inclusive Education in Secondary Schools

Bivariate Fit of Awareness of Private School Principals on Inclusive Education By Attitude of Private School Principals towards introduction of Inclusive Education in Secondary Schools
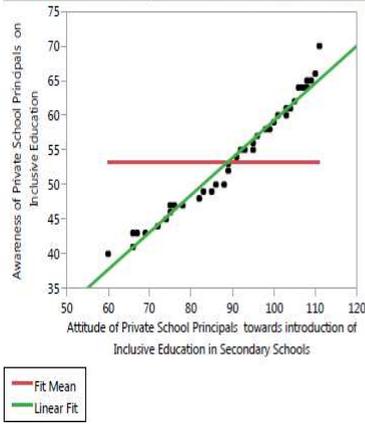

Bivariate Fit of Awareness of Govt. School Principals on Inclusive Education By Attitude of Govt. School Principals towards introduction of Inclusive Education in Secondary Schools
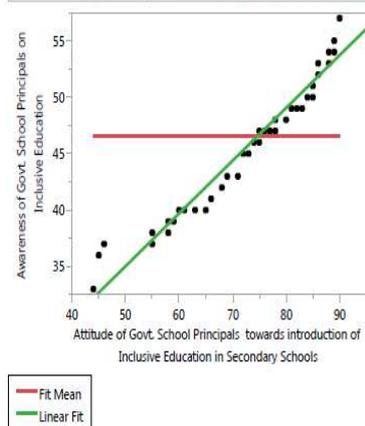
Bivariate Fit of Awareness of Principals from Science background on Inclusive Education By Attitude of Principals from Science background towards introduction of Inclusive Education in Secondary Schools
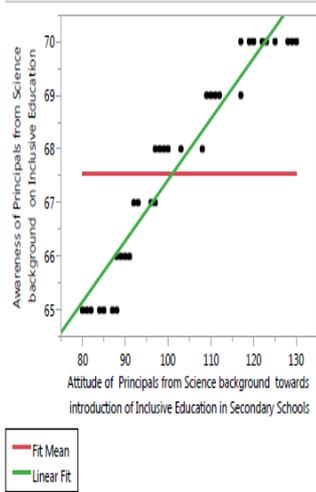
Bivariate Fit of Awareness of Principals from Humanities background on Inclusive Education By Attitude of Principals from Humanities background towards introduction of Inclusive Education in Secondary Schools
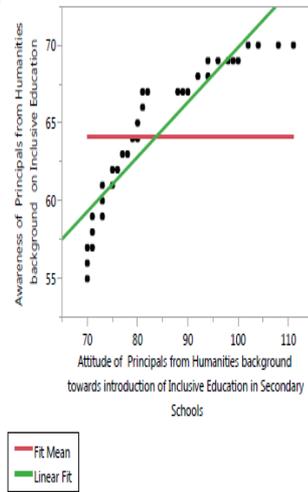
Bivariate Fit of Awareness of Principals of English Medium Schools on Inclusive Education By Attitude of English Medium School Principals towards introduction of Inclusive Education in Secondary Schools
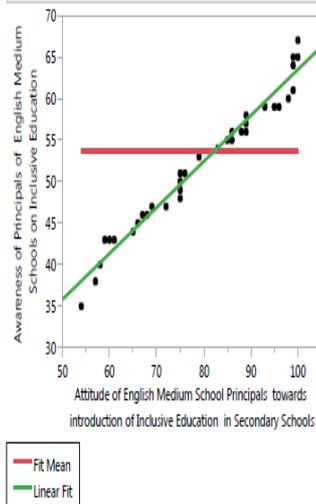

Bivariate Fit of Awareness of Principals of Hindi Medium Schools on Inclusive Education By Attitude of Principals of Hindi Medium Schools towards introduction of Inclusive Education in Secondary Schools
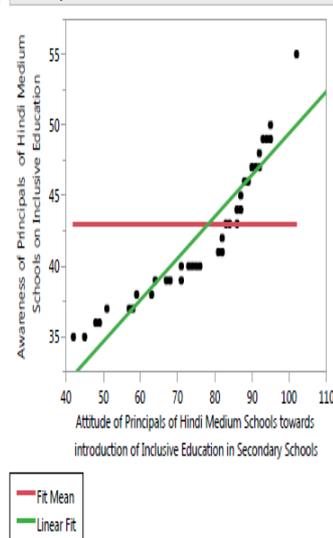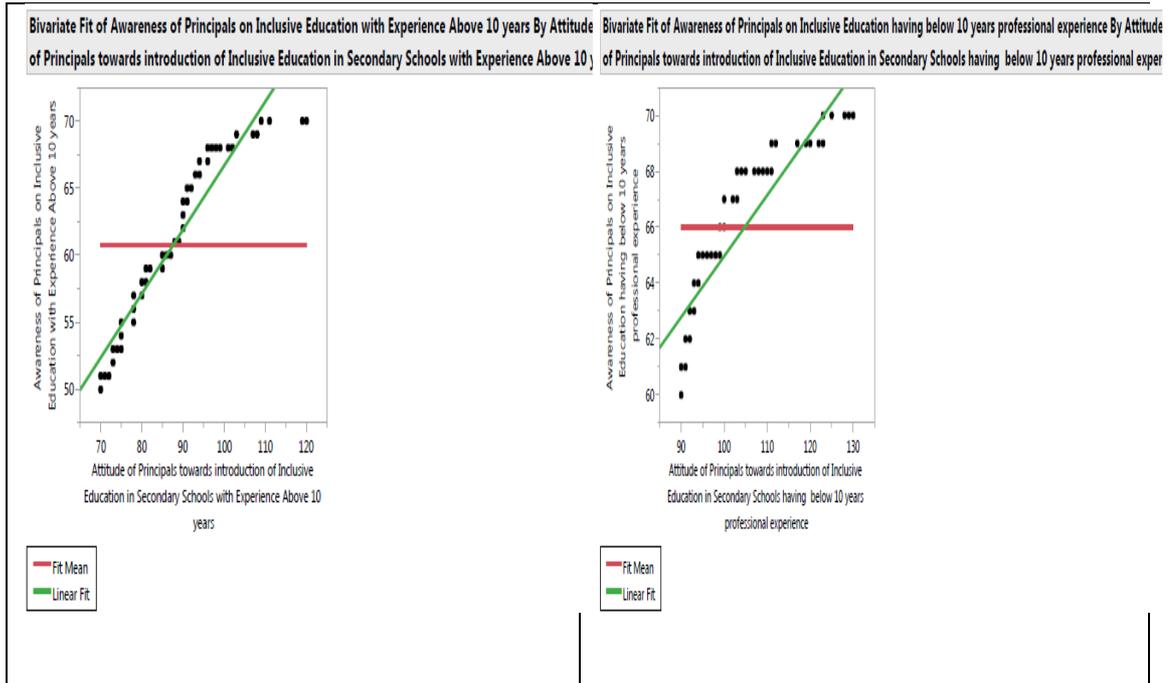
Major Findings

The results of the analysis show that the awareness of Principals on inclusive education is above average in most of the cases, except the principals of Rural secondary school, Government schools and Hindi medium schools possess a below-average level of awareness. It was also found that the Principals of urban secondary schools, science & humanities background, having less professional experience& the principals of special schools scored above 60% in their awareness of Inclusive education. The lowest awareness level was identified for the principals of Hindi medium secondary schools and the principals of the government school. The awareness level of male & female principals was found almost equal that shows both categories of principals possess equal awareness level on Inclusive education. While comparing the urban& rural school principals 'awareness of Inclusive education, it was found that the awareness level of rural school principals is below average & urban school principals have above-average awareness level. The above difference in the awareness level of the principal is proved logical by many research studies which revealed that the attitude of heads of the school towards inclusive education is affected by gender, years of experience, and assignment (brown 2007). There are 7 aspects of the awareness questionnaire on inclusive education. The principals were requested to answer the question related to conceptual clarity of inclusive education, the government policy & program and inclusive education, mechanism, to implement inclusive education in secondary schools, facilities required for the successful implementation of inclusive education on the secondary schools, outcomes of inclusive education and challenges of inclusive education in secondary schools. It is found that the average awareness level of principals on inclusive education is 57 % which is just average. The average attitude level of the principals is found at 88 %. This reveals that though the principals are not very much aware of the recent developments in inclusive education, they all are highly positive towards its implementation of secondary schools.

The favorable attitude towards the introduction of inclusive education in secondary schools shown by various categories of principals indicates their positive attitude about the importance of inclusive education the secondary schools. It was identified that the principals with less professional experience, teaching in special education schools and from science backgrounds are having a more favorable attitude than their counterparts. These findings are similar to the findings of many researchers such as Block & Rizzo, 1995; Kozub&Porretta, 1995; Rizzo &Vispoel, 1991; Schmidt-Gotz et al., 1994, DePauw &Goc Karp,1990,   etc. who have concluded thatyounger teachers or teachers with less practical experience show favorable attitude towards integration (Berryman,1989; Leyseret al.1994).The research has also revealed that the general school principals have less awareness and lees positive attitude for inclusive education which supports the literature,that principals of general education schools lack professional training to implement inclusive education (Bunch, 1994; Angelides, 2004). The only limitation in the above two cited studies is that the respondents were teachers but for the present study, the respondents were principals. The results of the relationship between the awareness and attitude of the Principals on Inclusive Education shows a highly significant correlation for all respondents. The results established that the relationship between the two variables is always 0.9 or above. This shows that awareness on inclusive education of the principals has a very positive effect on their attitude as the principals with more awareness level on inclusive education are highly positive towards its introduction in the secondary schools.

Analysis of the Results

The results explained that the principals with high awareness level were interested in the new developments in the area of education and they kept on updating their knowledge on the recent developments/ Govt. plan/ policies/programs including Inclusive education through various sources, such as internet, newspaper, television, & professional development programs organized by the government agencies in education. It is fact that the success of inclusion is thought to be associated with administrators' planning and will, as well as the essential factors related to their values, beliefs, motivation, positive attitude and strategic thinking which are instrumental for creating an acceptable and emerging growth-oriented environment (Collins & White, 2001).

To be perceived as an efficient leader and to deal with the many challenges as school-based administrators/principals should acquire knowledge of inclusive education law, programming, and supports needed for successfully educating and including children with disabilities in the general education setting (McLaughlin &Nolet, 2004). Due to the publicity on the internet through various online social, educational and research communities, the principals are getting their knowledge updated on inclusive education. This is helping them to develop their attitude towards the implementation of inclusive education in their schools. Furthermore, the government is taking very strict initiatives to execute inclusive education in all schools. Many non-governmental organizations and local action groups are also spreading publicity on the importance of inclusive education for differently able children in secondary schools.

In the interview with the principals, about 85% of principals gave their opinion in favor of inclusive education but they were very critical about the support they received from the Govt. They also stated the challenges of inclusion were stipulated as trained staff, the involvement of teachers and workloads and resources etc. were the causes of low enrollment of special children in normal schools. The observation checklist filled by the principal's shows that they had a lack of time to introduce new things in the school since there were having a lack of staff and other resources. A

study conducted by Praisner (2002) stated that the achievement of inclusive education is mainly dependent on school administrators. It is expected that the school administrators to assume leadership in the area of special education even with minimal training & experience (Praisner, 2000). Through the interview with the Principals by the researcher, all principals were foundto agree that the students with mild disabilities can be taught with their normal peers. Since they can easily accommodate them.

The researcher while collecting the data discusses with the principals regarding the status of inclusive education in the mainstream school. She found that admission to the differently able children is done as per the recommendation of doctors, special teachers & psychologists. She found that on average there are 10 – 15 differently able children studying in the general secondary schools. However, she has not considered the slow learners since it is very difficult to identify and define their disabilities as there are 10%-12% slow learners in each class and the schools have their intervention programs for their development in academics. The majority of principals' told that the parents of the differently able children/children are gradually taking interest in the education of their wards. They are cooperating with the schools for the education and future carrier of their differently able child/ children. Some schools have opened vocational training centers for differently able children.

The principals of special education schools told that they were in favor of developing an inclusive school where the time table needs to be adjusted in such a way that the differently able children can spend half of their time in the special school and another half of the time they are in the mainstream school. Lack of mass public awareness is also one of the constraints of inclusion stated by the school administrators. The observation schedule revealed that the constraints for implementing inclusive education at secondary schools lack adequate resources, such as infrastructural facilities, trained teachers and above all the motivation to the teachers by the principals. On and above the school principals were agreed on the conduction of parents and teachers' sensitization workshop on inclusive education.So far as mass public awareness is concerned the News Paper, TV and Movies on differently able children should give adequate awareness to the general public which transformstheir beliefs and value system on inclusive education. The school and community should work together for the education of differently able children, especially education of differently able girl children should be addressed through sincere attempts. The legislators of the locality should focus on this issue in the state assembly or union parliament. The non-government organizations (NGOs) should spread the positive impact of inclusive education in the public domain. The Post Graduate (PG) and Ph.D. students should research various issues and challenges of inclusive education and give a message to the community.The School, College, and University should work collaboratively and help the Govt. to implement this project in both school and higher education.

Educational Implications of the study:

Inclusive education is a new concept for India. The constitution of India has explicitly spoken about the welfare of differently able people and the concept of inclusive education has been derived from these constitutional mandates. Also, various committees/commission have spoken on the integration of disabled children with normal children. Despite very optimistic legislations, the current environment of inclusive education in India is not very encouraging and the implementation has been meeting with negativity in schools and communities, especially in rural areas (Sharma 1993). The researchers have found that there is a poor sensitivity of stakeholders such

as school administrators, teachers, parents and peers and lack of readiness of the system become additional factors contributing to the deprivation of disable children. Additionally, some parents of normal children also creating a barrier in the path of inclusion by complaining about their existence with their normal children also prevent the exclusion of children with disabilities from the mainstream (Ankur&Neeraja 2013). Therefore, it has become essential for an intervention program for parents, teachers and school principals for the successful implementation of the program. However, among parents, teachers, and principals it is the principals whose intervention is most important than the latter two groups. Principals can reinforce the efficacy of teachers by vigorously supporting teacher decisions (Kelley et al., 2005) and network and engage the parents in school development activities (Dillip&Ravikant). In doing so, leaders serve as the custodians of instructors' teaching time, allowing them time to instruct (Nguni et al., 2006; Rousmaniere, 2007; Schulz &Teddlie, 1989). In this context, the study is emphasized on the preparation of a holistic intervention program lead by the school principals. The study recommends that there should be proper guidelines for the principals to implement the inclusion in the school. Additionally more in-service training should be organized for school heads (ASHFAQ, Bashir, Hassan 2015). The principals should collaborate with the special schools of his/her locality and share each other resources. Decision-making of the principals in inclusive schools connects teachers and administrators, bolsters interactivity, and ensures that decisions are adequately broad in their motivation (Rhodes et al., 2004; Schulz &Teddlie, 1989; Tye& O'Brien, 2002). The study investigated the attitude of the school heads towards inclusion which has an enormous impact on the community. This enhances the social interaction and minimizes negative attitudes of the teachers, parents and community members. Another implication of the study is the benefits of Inclusive Education to both normal and differently able children. Research says that when normal children are taught with special children they develop a sense of sympathy, cooperation, positive attitude, and empathy. Alternatively, special children when taught with his/her normal peers develop a sense of pride, confidence, and communication. He[1] gradually removes his inferiority complex and developshis creativity, intelligence, and problem-solving abilities (Dillip 2017). The government agencies such as NCERT, CBSE, RCI, IGNOU, and SCERT are also providing in-service training to the teachers and principals on Inclusive Education. As per the policy of inclusion, schools have appointed special teachers and counselors to address the issue. Considering the future needs of Inclusive Education, it is required that inclusive education should be introduced as a compulsory subject in the curriculum of teacher education programs, such as BTC, B.Ed. &M.Ed level. So that the prospective teachers will develop their conceptual clarity on inclusive education and accordingly their attitude towards the introduction of inclusive education will gradually become favorable. Community plays a very important role in the execution of government plans and policies in education. It is found from various literature that the participation of the community highly motivates disable children and their families in their overall growth and development (Dillip, 2015). The parents of normal children are also becoming quite sensitive towards the education of differently able children.

Conclusion:

Differently able children are no longer regarded as the burden of society. They are made assets of the society and very useful citizens of a country by their significant

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[1]He denotes to both male, female and transgender differently able children

contributions in various fields. The Indian education commission, 1964-66 has emphasized the educational development of differently able children which can make them useful citizens of the country. There are a few mainstream schools in India where Inclusive Education has been practiced with true spirit. A few schools which have taken it a challenge for bringing a positive transformation in the society is because of the passion and motivation of their principals towards the introduction of Inclusive Education.If the school principals participated in inclusive projects with true passion and strong motivation then the outcome of their action is very much visible (Ashish 2011).Some researches revealed that the attitude of heads of the school towards inclusive education is affected by gender, yours of experience, and assignment (brown 2007). Attaining that target seems very challenging; particularly the inclusion of disabled students in normal schools (Miles &Farhad, 1999; UNICEF, 2003; Haider, 2008). Responsibility for administering the programs and support necessary for successful inclusion has moved to the school principal (Patterson & Bowling, 2000).

Conceptually, the expression 'academic inclusion' refers to full-time integration of all students—no matter what their difficulties are—in a regular class corresponding to their age and located in a school in their district (Bélanger, 2004). In this way, according to this inclusive principle, students make academic progress with students their age and pass each school year normally (Parent, 2004). A successful inclusion implies a planned intervention that will provide the teacher and all students in the class with accommodations and support necessary for everyone's success, and success in the best possible environment (Bélanger, 2004; Maertens, 2004).

It is true that to transform a general school to an Inclusive school is not easy. More than the physical resources it requires motivation, engagement, and involvement of all categories of stakeholders. The primary component of inclusive education as cited before is the active involvement and support of the schools' principals'. They have an essential role in improving the school environment and in implementing educational policy. Collaborative efforts between school Principals and various stakeholders to implement inclusive education are very important. The Principals play a great role in this respect through planning budget to school improvement, teachers' capacity building, providing appropriate educational materials and social motivation to send a child with special needs to schools. The achievement of inclusive education is mainly depended on the school administrators (Praisner, 2000). Praisner (2000) also found from his research on the principals' perceptions on inclusion that if a principal is motivated towards inclusion he can successfully implement inclusive education projects with minimal training and professional experience.The achievement of these programs is mainly dependent on the school administrator (Praisner, 2000).

According to Booth, Ainscow, et al. (2000), the aim of accepting education is to overcome the barriers of learning and to include all students in the learning process. Throughout the acceptance and inclusion, the differences become common and factor of the inclusive education is the teacher itself. He/she is the one who meets, educate and teach the children every day. If his/her attitude is not positive so he/she is not supporting the practice of inclusive education than children won't like the inclusive school and they won't feel well in the school and we cannot have an effective education.When the normal children study with their differently able friends in an inclusive classroom they both of the group members develop social skills because the interaction between them is conducted in a real environment, not in a simulated environment. The outcome of this interaction develops the positive attitude of normal children towards the education of their disabled peers. Thus inclusive education lays

the foundation to an inclusive society with the nature of accepting, respecting and celebrating diversity.

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