Effectiveness of C-in-Ed Course for Inclusive Education: Viewpoint of In-service Primary Teachers in Southern Bangladesh

Asim Das
Hiroshima University

Toshiro Ochiai
Hiroshima University, tochiai@hiroshima-u.ac.jp

Follow this and additional works at: https://corescholar.libraries.wright.edu/ejie

Part of the Curriculum and Instruction Commons, Curriculum and Social Inquiry Commons, Disability and Equity in Education Commons, Special Education Administration Commons, and the Special Education and Teaching Commons

Effectiveness of C-in-Ed Course for Inclusive Education:
Viewpoint of In-service Primary Teachers in Southern Bangladesh

Asim Das
PhD Student, Hiroshima University, Japan

Toshiro Ochiai
Professor, Hiroshima University, Japan

Abstract

The study was conducted to examine primary school teachers' views on effectiveness of Certificate in Education (C-in-Ed) course in terms of teaching in inclusive classroom in Bangladesh. A number of one hundred forty two in-service teachers from fifty six mainstream primary schools in four southern districts participated in this study. Semi-structured interview and focus group discussion were carried out for data collection. The data were analyzed using descriptive statistics and general inductive analysis to synthesize into some key themes that are associated with present teacher education program. The major findings of the study revealed that lack of content on special educational needs, inadequate resource support, shortage of trainers, large class size in training hall, insufficient knowledge of trainers are the main impediments to be competent for teaching in inclusive classroom in Bangladesh . This study should be significant for future curriculum development process of teacher education for inclusive education.

Introduction

One of the challenges facing education system in Bangladesh is provision of education, as a constitutional right, to those learners who have been marginalized and could not be accommodated by the learning institutions because of different disabilities. Even the majority of those who are accommodated cannot fully participate in learning activities meaningfully in their classroom. These are the students whose needs are special that some modifications within the education system as whole are a precondition in order to enable them to fully participate and benefit from the process of teaching and learning. Bangladesh is still a far away from effective inclusion in terms of quality.

Teachers are considered as protagonist in the process of inclusive education. And, obviously, teacher education plays an important role towards this process. Although the Government of Bangladesh has been implementing inclusive education in formal primary education sub-sector since 2003, it is still at a nascent stage of development. Also, the primary level teacher education and training curriculum lack necessary contents related to disabilities and their instructional implications in the classroom (Munir & Islam, 2005). UNESCO (2006) reports that present teacher preparation programs in Bangladesh cannot make skilled teacher for inclusive classrooms.

Teacher training is one area that has been the focal point of discussion in recent years. This is because the poor quality of education in primary schools is largely attributed to the poor quality of teachers and teaching. Although 95 percent of the primary

1

schoolteachers in the government primary schools are trained, the teaching continues to remain very weak.

Bangladesh does not have wide-spread university-based teacher training programs. The predominant system of training of primary school teachers is the Primary Teachers Training Institutes (PTIs). The PTI is the only institution in the country that trains primary school teachers. Bangladesh has 54 Primary Teachers Training Institutes. They provide one year in-service training programs leading to the Certificate in Education (C-in-Ed) for the untrained teachers serving in Government Primary Schools and Registered Government Primary Schools. The formal primary education sub-sector in Bangladesh has only an in-service teacher training system that includes initial (C-in-Ed) and in-service (subject-based) training for the primary school teachers. Unlike other countries there is no pre-service teacher education program in the Primary Teachers Training Institute (PTI) in Bangladesh. In fact, all the training teachers receive is after their appointment and placement in school.

C-in-Ed Training in PTI $+$ In-Service Training in URC $=$ Teacher Education in BD

Definition of 'Inclusion' in Education in Bangladesh Context
Inclusion is defined by Schroth, Moorman and Fullwood (1997) as 'the provision of educational services to students with a full range of abilities and disabilities in the general education classroom with appropriate in-class support'. 'Inclusion' refers to all students being valued, accepted and respected regardless of ethnic and cultural backgrounds, abilities, gender, age, religion, beliefs and behaviours (Forlin, 2004; United Nations Educational Scientific and Cultural Organization, 1994). Inclusion is a human rights or social justice principle which embodies values such as equity and fairness (Ainscow, 2005). In an inclusive school, students are not treated equally but are given equitable support to enable every student to be able to participate physically, socially and academically with their peers. This means that the environment, curriculum, teaching methods, assessment and reporting could all need to be adjusted or differentiated. A student in a wheelchair may need ramps to adapt the physical environment. Teaching may need to cater for a student's learning needs in the same way. A student with learning difficulties may need more assistance with reading or to be able to present knowledge verbally rather than in written form. A student who has difficulty concentrating may need the amount of work to be reduced, to have tasks presented one at a time and to be shown how to self- monitor. Teaching students with disabilities is just one aspect of inclusive schools and communities.

Some of the literature on inclusion argues that teachers need training in special education to include students with disabilities (Heward, 2003; Kauffman & Hallahan, 2005; Mock & Kauffman, 2002; Zigmond, 2003). Other researchers and academics propose that inclusion in education is simply a matter of good teaching practice (Ainscow, 1999; Giangreco, 1996; Skrtic, 1995; Thousand, Bishop, & Villa, 1997).

Status of Inclusion in Primary Education in Bangladesh

In the recent years Bangladesh has achieved a remarkable progress in access to basic education. Bangladesh has undertaken various measures with regard to Education for All (EFA). As a result, the net primary enrolment rate has increased from 65% in 1997 to 91% in 2007 (Jahangir 2008). More remarkably, Bangladesh has already achieved one of the Millennium Development Goals (MDGs) of gender parity in primary and secondary education (Nasreen and Tait, 2007). Also, the enrollment ratio of students with disabilities in mainstream primary education is increasing year by year (Annual Sector Performance Report, Directorate of Primary Education, 2009). But still there are a lot of shortfalls and challenges in implementation mechanism for inclusion of students with disabilities and promotion of quality education in mainstream primary education in contemporary education system in Bangladesh.

Finding the current status of education of students with disabilities in Bangladesh is a difficult job indeed. The existing statistics are 'only an approximation of the configuration of types of disabilities' (Ackerman and Huq, 2005). This is acknowledged in the Second Primary Education Development Program (PEDP-II) Action Plan (2005) where it is noted that 'in Bangladesh, disability is not included in any routine data collection or surveillance system.

It is estimated that 1,735,121 children in Bangladesh, out of a total population of 18 million children in the 6 to 11 age range, have disabilities. This number represents approximately 9.8 percent of the 6 to 10 year olds (grades 1-4) and 9.9 percent of the 10 to 11 year olds (grade 5) have disabilities. In other words, a conservative estimate is that almost 10 percent of all children within those age ranges have a disability.

Data on enrollment of students having any of five types of disabilities of mild levels were collected through School Survey 2007 (DPE 2008). The types of disabilities included in the questionnaire were physical disabilities, visual impairment, hearing/speech impairment and mental retardation. However, as per the 2007 School Survey data, there were a total of 53,303 students with disabilities of various types enrolled in Government Primary Schools (GPS) and Registered Non-Government Primary Schools (RNGPS), as of March 2007. Table 1 below provides enrollment of students having any of the above-mentioned disabilities in GPS including Experimental School and RNGPS by gender and by type of disabilities.

Table 1: Enrollment of students with disabilities in primary schools (%)

Type of Disabilities	GPS			RNGPS			Total (percent)
	Boys	Girls	Total	Boys	Girls	Total	
Physical Disabilities	5509	4102	9611	2050	1436	3486	13097 (24.57)
Visual Impairment	2983	2284	5267	992	789	1781	7048 (13.22)
Hearing Impairment	1544	1426	2970	727	685	1412	4382 (8.22)
Speech Impairment	5927	3640	9567	2389	1674	4063	13630 (25.57)
Mental Retardation	5753	4995	10748	1917	1831	3748	14496 (27.20)
Others	260	223	483	91	76	167	650 (1.22)
Total	21976	16670	38646	8166	6491	14657	53303 (100)

Source : School Survey Report-2007, Directorate of Primary Education (2008)

3

Since 2005, the number of enrolled male and female students with disabilities in primary schools is increasing rapidly. As Figure 1 shows, the number of students with disabilities enrolled in GPS and RNGPS increased by 70% between 2005 and 2010. Of the 77,500 students enrolled in 2010, about 25% belong to four sub-categories (physical disabilities, visual impairment, hearing impairment and mental retardation). The results exceeded by far the annual growth rate target of 5% in the enrollment of students with disabilities (Annual Sector Performance Report, Directorate of Primary Education, 2010).
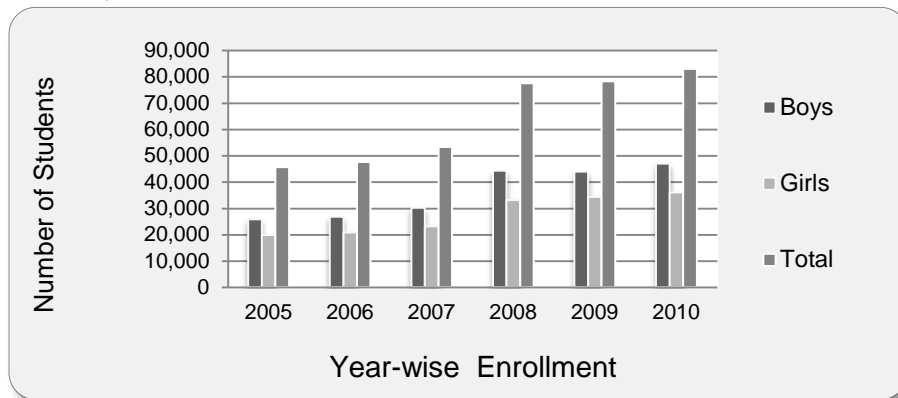
Source : ASPR 2011, Directorate of Primary Education, GoB

Figure 1: Number of enrolled students with disabilities in primary schools (2005-2010)

It is very difficult to assess whether this increasing trend reflects the fact that head teachers and other in-service teachers possess positive attitudes in including students with disabilities or whether more students with disabilities have been attracted to school [Annual Sector Performance Report, DPE, 2010].

Importance of Teacher Education for Inclusive Education: Literature Review
There is a growing international recognition that the reform of teacher education is necessary to the process of inclusive education (Forlin 2010, UNESCO 2008). Many researchers (Brisk 2002, Gabel 2001, Kornfeld 2007, Swartz 2003) have called for teacher educators not only to examine their students' behaviours towards disabilities but also to engage in self-study and internal evaluation to better understand their capacity to introduce disability issues throughout the curriculum.

It is acknowledged that teacher training plays an important role in fostering teacher efficacy and confidence regarding the implementation of inclusive practices. Teacher training on inclusion issues at initial and in-service level may more adequately prepare new teachers for the challenges of the inclusive classroom environment (Smith, 2005). Teacher training and efficacy are considered as significant variables for acquisition of essential knowledge, skills and strategies of inclusive practices (Brownell, 1999, Jordan, 1993, Soodak, 1998). Thus, teacher training on inclusion may be the most effective platform in shaping teacher attitudes toward inclusion and to enhance teachers' ability to adapt curriculum and instructional strategies to facilitate learning outcomes (Avramidis & Norwich, 2002; Forlin 1998; Scruggs & Mastropieri, 1996). The *World Report on Disability* (2011) emphasises the importance of appropriate training for mainstream teachers if they are to be confident and competent in teaching

4

students with diverse educational needs. The report notes that teacher education programs should be about attitudes and values, not just knowledge and skills.

Some educators (Jordan, Schwartz and Richmond, 2009) have shown how teachers' preparedness for teaching students with disabilities is reflected in their practices. Their work indicates that there is a strong relationship between what teachers think about the nature of the ability to learn and the teachers' willingness to accept responsibility for teaching all students.

If educators are well prepared and trained it may allow and encourage practices that will further, to a large extent, successful inclusion of all students (Hobbs & Westling, 1998; Wilczenski, 1992, 1995). Additional training in how to teach students with disabilities leads to improvements in individual attitudes and following on from that, improvements in the school ethos towards educating students with diverse learning needs (Idol, 1997; Loreman, Deppeler, Harvey & Rowley, *in press*).

Research has shown that positive teacher attitudes toward the inclusion of students with disabilities in the regular education classroom begin during teacher education period (Avramidis, 2000; Campbell, 2003; Martinez, 2003; Shade & Stewart, 2001; Shippen, 2005). The acquisition of essential knowledge and strategies for inclusive practices is quite important during pre-service training, because it can affect teacher efficacy levels and their attitudes toward inclusion.

Research on teacher preparation has been found to be fundamentally flawed due to the lack of specific knowledge surrounding the field (Hamre & Olyer, 2004). Perceived levels of teacher efficacy in coping with the demands of the inclusive classroom are often determined by the 'sufficiency' of training for inclusion. Research comparing the efficacy levels of special and general education teachers has found that general education teachers often find themselves lacking in knowledge and competencies deemed necessary for teaching in an inclusive classroom as compared with their special education counterparts (Buell *et al*, 1999).

Training for inclusion within general education teacher preparation programs will alert teachers to better understand the goals, objectives, and implementation strategies for the various support services available to better cater for students with disabilities (Nougaret, Scruggs & Mastropieri, 2005; O'Shea *et al*, 2000). Increased knowledge about inclusion brings about higher levels of confidence, and dissipates the fear and anxiousness often associated with the lack of awareness and exposure to children with disabilities (Avramidis *et al*, 2000). Thus, the acquisition of knowledge about disabilities builds confidence, and contributes to higher levels of teacher efficacy and more positive attitudes toward the inclusion of students with disabilities. It is thus necessary to address the disparity in efficacy levels reflected by general education teachers through adequate training in order to better cater to the diversity of needs in the regular education classroom, particularly at the initial stage.

Objectives of the Study
This study aimed to achieve three main objectives. Those are as follows:

5

- ➢ To examine the effectiveness of C-in-Ed course for teaching in inclusive primary classroom in Bangladesh
- ➢ To identify the challenges of current teacher education program in the context of inclusive education
- ➢ To formulate the possible ways to address inclusion issues in primary teacher education program

In addition, this short study has been guided by three major research questions to achieve above mentioned objectives. The research questions are as follows:
- ➢ How is the current status of C-in-Ed program for implementation of inclusive education in Bangladesh?
- ➢ What are the challenges of current teacher education program in the context of inclusive education in Bangladesh?
- ➢ What are the possible feedbacks to address the inclusion issues in teacher education program?

Methodology

This study is basically a qualitative research and a vital part of first author's doctoral dissertation. A semi-structured interview and Focus Group Discussion (FGD) schedule were prepared with the assistance of academic advisors to interview of purposively selected 142 trained teachers from 56 primary schools located in 4 southern districts (Bagerhat-12 schools, Jessore-15 schools, Khulna-18 schools and Satkhira-11 schools) of Bangladesh who have just completed their foundation course (C-in-Ed) from PTIs. All selected schools are Government Primary Schools (GPS) and a few numbers of students with disabilities are enrolled in those schools. An interview/FGD took about half an hour to accomplish. A group of teachers of the same school were requested to interact with the researcher at a convenient time in the school premise. The whole interview/FGD were tape-recorded and then transcribed. Then General Inductive Analysis approach introduced by David R. Thomas (2003) was employed to analyze the interview data. The purposes for using the inductive approach are to (1) to condense extensive and varied raw data into a summary format; (2) to establish clear links between the research objectives and the summary findings derived from the raw data and (3) to develop of model or theory about the underlying structure of experiences or processes which are evident in the raw data. The inductive approach reflects frequently reported patterns used in qualitative data analysis. Most inductive studies report a model that has between three and eight main categories in the findings. The general inductive approach provides a convenient and efficient way of analyzing qualitative data for many research purposes. In this study the findings were synthesized into five major theme areas. Also, descriptive statistics was utilized to see the percentage of themed opinions of teachers. Moreover, some necessary documents, manuals and reports on primary education and teacher training of Bangladesh were reviewed from the viewpoint of inclusive education.

Results and Discussion

Through the interview and discussion five major themes were emerged that are essential for effective inclusive teaching abut unavailable in teacher education program in Bangladesh. These are as follow:

6
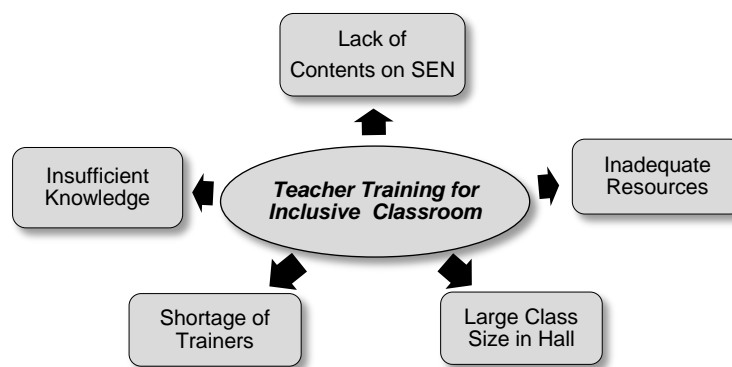
Key themes extracted from interview	Responses (N=142)	Percentage of responses
1) Lack of contents on special educational needs	136	95.77%
2) Insufficient knowledge of trainers	128	90.14%
3) Inadequate resource supports	114	80.28%
4) Shortage of trainers in training institutes	105	73.94%
5) Large class size in training hall	97	68.31%

Table 2 : Distribution of Key Themes from Interview

Theme 1 : Lack of contents on special educational needs

Most of trained teachers believed that their foundation training received from PTIs is not adequate to be acquainted with students with disabilities and to teach them effectively in classroom situation. Many of the interviewees urged to incorporate some contents related to disabilities in students, their unique and individual needs and some possible teaching strategies into C-in-Ed curriculum. They also feel that some practice-oriented activities along with theory in those courses can make them confident and good practitioner in teaching in inclusive classroom.

Theme 2 : Insufficient knowledge of trainers

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. They indicated that due to lack of proper knowledge regarding disability and students with disabilities they are not self-motivated. Also, they pointed out that they are not familiar about the existing policy, laws and legislation about education of students with disabilities in ordinary schools in Bangladesh. It should be noted that most of the interviewee teachers heard about these for the first time during interview session.

Theme 3 : Inadequate resource supports

According to the interviewees, due to lack of necessary supports from training center or local education authority, it is quite difficult for them to deal with the students with disabilities even if they have positive stance to work in this challenging situation. The resource supports that are deficient in training centers includes financial support (incentive), special education or inclusion expert as resource persons, physical environment, teaching-learning materials, teaching aids etc. Interviewee teachers also

7

recommended that there should be some collaborative activities between training institutes and local special education schools for a few weeks for practicum.

Theme 4 : Shortage of trainers in training institutes

A small number of trainers in training institute cannot serve around 400 trainees efficiently. Typically, in primary training institutes there are 10-12 teacher trainers (in Bangladesh it is called Instructor) for training a huge number of trainee teacher in two shifts. That's why, even if the trainee teachers who have experience in dealing students with disabilities in their classroom cannot ask any instructors about the accommodation of this group of learner and adaptation method of teaching strategies for them, because the trainers are to be very busy with their heavy work load. However, most of the teacher trainers do not have sufficient knowledge of inclusive education, students' disability issues and their appropriate remedial arrangement in mainstream classroom.

Theme 5 : Large class size in training hall

Some teachers felt that big size class during receiving training is a major impediment for trainee teachers to be effectively trained. Typically Bangladeshi primary teachers training hall consist of 60-70 trainee teachers at a time. This definitely hinders to ensure the quality teaching-learning in training room. Interviewees suggested making separation as much as possible so that other educational issues such as inclusive education can be discussed. Teachers realized if some evidence-based teaching strategies like team-teaching, peer-tutoring etc. are practiced in training session, they could be familiar with these methods and later could apply in their classroom.

Conclusion and Implications

Inclusion involves a large vision and precise competencies for all teachers. Now the teachers are required to know that diversity is present in the classroom, and that they should attend to learners with a range of diverse needs. In this framework, it is very important to prepare teachers for inclusion in all curricular plans for fresh teachers, also for teachers in services.

Some studies (Shade & Stewart, 2001; Shippen *et al*, 2005) have reported that the inclusion of a single subject on students' disabilities is enough to improve teachers' mind-set. Other research studies (Kamens, Loprete & Slostad, 2000; Martinez, 2003) have proposed that more units to be included in general teacher education curriculum for preparing capable and efficient teachers for inclusive classroom.

There is an obvious need to revisit the teacher education curriculum to ensure that inclusive teaching strategies are incorporated into teacher education curriculum. Trainee teachers need to be equipped with skills such as Sign Language and Braille, so that they can effectively deal with certain students' special education needs. It may also be worthwhile to establish the preparedness of teachers' training centers to train teachers for inclusive teaching. If teacher trainers do not have the requisite skills for inclusive teaching, they will not be able to impart such skills to the trainee teachers. Similarly, if teacher training centers do not have equipment associated with inclusive teaching of certain students, it becomes difficult for trainers to equip teacher trainees

8

with relevant skills. Those teachers who are already in the field should be equipped with inclusive teaching strategies through workshops and in-service training. The Ministry of Primary Education should deploy at least one special education teacher in schools to assist teacher trainees and regular teachers with the preparation of work and teaching in inclusive classes. If the training institutes as well as the trainers are well equipped with inclusive teaching techniques, it will be possible for them to offer appropriate guidance, help and support to both trainee teachers on teaching practice and other qualified teachers under their supervision.

Preparing teachers for inclusive classroom has undergone a major pedagogical shift in recent years. It is apparent that with the gradual inclusion of students with disabilities into the regular classroom, there is a need for special education content to be incorporated into teacher preparation courses, as well as merge of practical experiences to effectively teach all the students regardless of their disabilities.

Bangladesh has a fairly well established teacher training institutional system in primary education. This is the net advantage of the reform of teacher education. Unlike some developing countries where basic infrastructure does not exist, Bangladesh has an operational institutional framework within which to operate. This should be considered the greatest strength of the system. Utilizing this facility many reforms can be started for ensuring quality training for teachers who work in inclusive classroom. To ensure quality teaching-learning in inclusive primary classrooms there is no way to better reform present primary teacher education and training system in Bangladesh.

References

Ackerman, P., Thormann, M. and Huq, S. (2005), *Assessment of Educational Needs of*

9

Disabled Children in Bangladesh, USAid, USA.

Ahmed, C. et.al, (2005), *Situational Analysis and Assessment of Education for Children with Disabilities in Bangladesh*, South-East Asia and South Africa.

Asim D. (2012), *In-service Teachers' Perceptions toward Inclusion of Students with Disabilities in Mainstream Primary Classroom: A Case of Some Selected Primary Schools in Southern Bangladesh,* Journal of International Development and Cooperation, 18 (3), 149-157.

Best, W. & Kahn, J. (1998), *Research in Education* (8th ed.), Needham Heights: Allyn and Bacon

Ainscow, M. (1999), *Understanding the development of inclusive schools*. London: Falmer Press.

Ainscow, M. (2005), *Looking to the future: Towards a common sense of purpose*, Australasian Journal of Special Education, 29(2), 182-186.

Anupam, A. and Ibrahim, M. (2006), *An Assessment of Inclusive Education in Bangladesh*, UNESCO, Dhaka.

Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *Journal of Special Needs Education, 17*(2), 129-147.

Bangladesh Primary Education Annual Sector Performance Report (2009), Second Primary Education Development Program, DPE, Government of Bangladesh.

Bangladesh Education Sector Overview - Final Report (March, 2002), Japan Bank for International Cooperation.

Burke, K. & Sutherland, C. (2004), *Attitudes toward inclusion: Knowledge vs. Experience,* Education, 125(2), 163-172.

Campbell, J., Gilmore, L. and Cuckelly, M. (2003), *Changing student teachers″ attitudes towards disability and inclusion,* Journal of Intellectual and Developmental Disability, 28(4), 369-379.

Cant, H. (1994), *Inclusive Education: The Alberta Experience,* Practising Administrator, 16(3), 38-41.

Cawley, J., Hayden, S., Cade, E. & Baker, S. (2002), *Including students with disabilities into the general education science classroom*, Exceptional Children, 68(4), 423-435.

Country Profile on Disability : People's Republic of Bangladesh (2002), JICA.

Disability in Bangladesh : A Situation Analysis (2004), World Bank.

Documentation of Good Practices on Inclusive Education in Bangladesh (2004), Study Report, Center for Services and Information on Disability, Dhaka.

Education for All in Bangladesh (2008), Bangladesh Development Series, Paper No-24, World Bank.

Examples of Inclusive Education – Bangladesh (2003), UNICEF ROSA, Nepal.

Forlin, C. (2004), *Inclusion: identifying potential stressors for regular class teachers,* Educational Research, 43(3), 235-245.

Forlin, C. (2008). Education reform for inclusion in the Asia-Pacific region: What about teacher education. In C. Forlin & M.-G. J. Lian (Eds.), *Reform, inclusion and teacher education*. Oxon: Routledge Tailor and Francis.

Forlin, C. (2010). Reforming teacher education for inclusion. In C. Forlin (Eds.), *Teacher education for inclusion: Changing paradigms and innovative approaches*. Oxon: Routledge Tailor and Francis.

Giangreco, M. (1996), *What do I do now? A teacher's guide to including students with disabilities*, Educational Leadership, 53(5), 56-59.

10

Hammond, H. & Ingalls, L. (2003), *Teachers Attitudes toward Inclusion : Survey Results from Elementary School Teachers in Three Southwestern Rural School Districts,* Rural Special Education Quarterley, 22(2), 24-30.

Haskell, D. (2000), *Building bridges between Science and Special Education,* Electronic Journal of Science Education

Heward, W. (2003), *Ten faulty notions about teaching and learning that hinder the effectiveness of special education*, The Journal of Special Education, 36(4), 186-205.

Jahangir, H. (2008), *Special Education in Bangladesh : Present Trend and Future Needs*, Paper presented at Asia-Pacific Seminar on Education for Individuals with Disabilities, Yokohama, Japan.

Jordan, A., Schwartz, E., & McGhie-Richmond**,** D. (2009). Preparing teachers for inclusive classrooms. *Teaching and Teacher Education, 25(4), 535-542.*

Kauffman, J. & Hallahan D. (2005), *Special education: What is it and why we need it*, Boston: Pearson.

Lise, V. (2003), *From integration to inclusion: focusing global trends and changes in the western Europe*, European Journal of Special Needs Education, 18 (1), 17-35.

Malone, D., Gallagher, P. & Long, S. (2001), *General education teachers' attitudes and perceptions of teamwork supporting children with developmental concerns*, Early Education and Development, 12(4), 577-592

Manisah, M., Ramlee, M. & Zalizan, M. (2006), *An Empirical Study on Teachers' Perceptions towards Inclusive Education in Malaysia*, International Journal of Special Education, 21(3), 36-44

Mock, R. & Kauffman, J. (2002), *Preparing teachers for full inclusion: Is it possible*? The Teacher Educator, 37(3), 202-215.

Munir, S. Z., & Islam, M. R. (2005). *Analysis and modification of the certificate in education curriculum of the primary training institute incorporating components of inclusive education*. Dhaka: UNESCO, Bangladesh.

Nasreen, M. and Tate, S. (2007), *Social Inclusion : Gender and Equity in Education SWAPS in South Asia, Bangladesh Case Study, UNICEF ROSA.*

Primary Education in Bangladesh (2003), Directorate of Primary Education, Ministry of Primary and Mass Education, Bangladesh, Second Edition,

School Survey Report -2007, Second Primary Education Development Program (2008), Directorate of Primary Education, Dhaka.

Schroth, G, Moorman, M. & Fullwood, H. (1997), *Effects of training teachers' stages of concern regarding inclusion*, Conference Proceedings of the American Council on Rural Special Education (67-74), American Council on Rural Special Education, Manhattan.

Skrtic, T. (1995), *The special education knowledge tradition: Crisis and opportunity*, Special education and student disability: An introduction 4th edition**.**

Subban, P. & Sharma, U. (2005), *Understanding Educators' Attitudes toward the Implementation of Inclusive Education*, Disability Studies Quarterly, 25(2)

Tait & Purdie, N. (2000), *Attitudes toward disability: Teacher education for inclusive environments in an Australian university*, International Journal of Disability, Development and Education, 47(1), 25-38.

The Salamanca Statement and Framework for Action on Special Needs Education, UNESCO (1994), Paris.

Thousand, S., Bishop, D. & Villa, R. (1997), *The evolution of secondary inclusion*, Remedial and Special Education, 18(5), 270-284.

11

Van-Reusen, K., Shoho, R. & Barker, S. (2001), *High School Teacher Attitudes toward Inclusion*, The High School Journal, 84(2), 7-17.

Whiting, M. & Young, J. (1996), *Inclusive education: a question of justice,* Australasian Journal of Special Education, 20(2), 29-39.

Zigmond, N. (2003), *Where should students with disabilities receive special education services?* Journal of Special Education, 37(3), 193-199.

....

12