

Training on Inclusive Education: Perception of Primary Teachers

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Abstract: *Inclusive Education is concerned with removing barriers to learning with the participation of all learners vulnerable to exclusion and marginalisation. To train up teachers for inclusive Education environment, government gave emphasis on teacher training about Inclusive Education. The objective of the study is to explore the perception of primary school teachers about inclusive education, special need students and the effectiveness of the training programs on inclusive education in our country. The study is descriptive in nature based on qualitative approaches. Data and evidences were gathered from three primary schools and 30 teachers and 4 Head teachers by using a combination of Interview and Focus Group Discussion instruments. The study found that most of the Primary school teachers have got doubt regarding the reliability of the training on Inclusive Education. Most of the teachers of primary sector have sympathy and at a time irritating attitude towards disable children. However they think that such child in the classroom needs extra care which is quite impossible in Bangladesh due to the high student ratio in the classrooms. Thus, Inclusive education training should be implemented more broadly. Satellite awareness program on inclusive education should be implemented more strongly.*

Keywords: Inclusive Education, Training, Perception, Primary Teacher

1. Introduction

Education is the fundamental and basic need for every human being. Without education it is almost impossible to develop the quality of human life. For survival, protection and development of human potentialities, education is the only way. (Hossain. M. J, Undated). According to the constitution of Bangladesh, in its article 28 (3) no citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution.' Supporting this article Hossain. M. J (Undated) stated that, in Bangladesh, there are three alternative education system regarding the academic provision for children with disabilities named as: Special, Integrated and Inclusive education system. According to Zaman. S.S and Murin. S.Z (Undated), among these three alternatives, Inclusive Education is concerned with removing barriers to learning with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach, designed to facilitate learning success for all children.

In Bangladesh, The Government Departments and agencies in inclusive Education are marginal and the Non-Governmental efforts are limited. But the draft Education for All (EFA), National plan of Action 2003-15 attaches importance and the Primary Education Development Programme II (PEDP-II) 2003-2008 in component-4, Improving and Supporting Equitable Access to Quality Schooling, in addition to other efforts propose to establish a task force to recommend policies to reinforce Governments to IE and promote collaboration among Mass Education Department of the Ministry of Education, Directorate of Primary Education (DPE), Ministry of Social Welfare, Non-governmental Organization (NGO), civil society to share

lesson learned and strategies of Inclusive Education. One of the strategies was trained up teachers for inclusive Education environment. Among the governmental initiatives the Education Policy (2010) and PEDP-II gave more emphasis on teacher training about Inclusive Education (Zaman. S.S and Murin. S.Z, Undated). According to Ahuja and Ibrahim (2003), The well-known government project PEDP-II proposes to provide training and support to teachers and head teachers of children with special needs, promote the role of the community in meeting their needs and encourage additional support at school level. From Non- governmental Organization BRAC, UCEP, CDD and many other organizations have taken steps towards teachers training about Inclusive Education.

However, UNICEF (2003) shows some results about teachers training in their paper named 'Example of Inclusive Education in Bangladesh' that, the teaching-learning process does not address the individual learning needs of children. There is little scope for children's participation in creative activity or critical thinking. Teachers lack training and experience in teaching and handling children with disabilities. Many schools in Bangladesh still practice corporal punishment. They also said that, Lack of skilled and trained personnel for supporting inclusive practices is a major barrier to the inclusive education of children with disabilities. This is compounded by a high turnover of skilled and trained personnel. After the training the perceptions of teachers varies in different terms. It is found that, when the issue of inclusive education was discussed, teachers accepted it with an open mind. They realized the importance making the school open for children with disabilities. Once the policy to start inclusive education was adopted, UCEP authorities shared it with program staff. UCEP arranged training of staff at management level, teachers, and supervising and administrative authorities

associated with the school. Teachers also visited the homes of children with disabilities, and interacted with them and their family members. This sensitized the general community and parents of children with disabilities. On the other hand, in some cases, teachers find it difficult to apply their new skills. Overcrowded classrooms, lack of classroom space, lack of assistive devices, and shortage of learning materials for disabled children make it difficult for trained teachers to accommodate the learning of both disabled and non-disabled children. Teachers' perception about inclusive Education is not so clear to us and it is important to find out the perception of Primary School Teachers to take further steps about Inclusive Education training.

2. Literature Survey

2.1 Present Scenario of Enrolment:

According to a study, 'Educating Children in Difficult Circumstances' estimates that only eight per cent of children with disabilities in Bangladesh are currently enrolled in various educational institutions (Directorate of Primary Education, 2002, as cited in UNICEF, 2003). Of these, 48 per cent were seeking formal education, 23 present were in integrated schools, 15 per cent were in special education, and five per cent were in inclusive education. Among the enrolled children with mild and moderate disabilities, 79 present were enrolled in formal educational settings. Of those with severe and profound disabilities, 83 present were enrolled in special education. (Directorate of Primary Education, 2002, as cited in UNICEF, 2003). Another study on the situation of street children with disabilities indicates that 20 per cent go to government primary schools, 57 per cent attend non-formal primary education and 63 per cent do not have access to any kind of education (Directorate of Primary Education, 2002, as cited in UNICEF, 2003). Among them the enrolment of disable students were,

Table 1: Enrolment of disable students in Primary Schools %

Type of disability	GPS	RNGPS	Total (percentage)
Physical Disabilities	9611	3486	13097(24.57)
Visual Impairment	5267	1781	7048(13.22)
Hearing Impairment	2970	1412	4382(8.22)
Speech Impairment	9567	4063	13630(25.57)
Mental Retardation	10748	3748	14496(27.20)
Others	483	167	650(1.22)
Total	38646	14657	53303(100)

2.2 Status of training on Inclusive Education in Bangladesh

In Bangladesh, A study found that, PTI has nothing about teaching strategies and methods for learners with disabilities. There is no proper orientation on all disability at all either. On inclusion of children with disabilities into regular schools, there is no provision of remedial teaching for the learners with disabilities (Khan et al., 2007). The study also found that, the existing PTI training curriculum for teachers is not accommodative enough to cater to the needs of children with disabilities. This is being changed and UNICEF has given strong suggestions, which are being incorporated. UNICEF believes that this new curriculum will

help pave the way for inclusion of children with disabilities into regular schools." (Khan et al., 2007). However, it is also revealed from the study that, almost all of the teachers in primary schools lack the appropriate training in handling children with disabilities. The issue had not been addressed in the pre-service training courses, nor have they been adequately addressed in the in-service training courses. The teachers are not capable at all to identify the specific requirements of the children with disabilities (Khan et al., 2007).

2.3 Training on Inclusive Education & Government Initiatives

The Government of Bangladesh took different initiatives to keep in pace about Inclusive Education status with the whole world. The Government has taken different policies for ensuring Education for All through Inclusive Education. Among them training of Primary School Teachers is one of the vital issues to the Government of Bangladesh. In its different policies, rights we can found the initiatives of Bangladesh Government about training programs. One of them is The Bangladesh National on Disability (1995) covers the rights of people with disabilities, equal opportunities in education, training etc.

Also in National Education Policy (1997) mentioned the necessity of including disability issues in teacher training so that regular teachers could manage children with disabilities in regular classrooms (UNICEF, 2003). Education Policy (2010) proposed that one of the aims of teacher training programs is to ensure equal access of children to education irrespective of social class, gender, religion, and ethnicity (Ahsan, Sharma and Deppeler, as cited in UNICEF 2003). Moreover, the well-known government project PEDP-II proposes to provide training and support to teachers and head teachers of children with special needs, promote the role of the community in meeting their needs and encourage additional support at school level (Ahuja and Ibrahim, 2003).

2.4 Training on Inclusive Education & Non-Government Initiatives

Along with the Government of Bangladesh different Non-governmental Organizations are also taking steps about giving training to the teachers on Inclusive education. Among them, BRAC has attempted to include children of ethnic minority groups in their education programme and has confined the efforts within the groups in North Western area of the country. Initiatives were taken to provide training to the teachers and supervisors (Ahuja and Ibrahim, 2003).

The Underprivileged Children's Education Program (UCEP) runs a number of inclusive schools where teachers received basic training on inclusive education from the Centre for Disability in Development (CDD). Teachers are now well informed and conscious of the rights of children with disabilities to acquire education. They display a positive attitude towards such children by believing that they can learn if given proper care and guidance (UNICEF, 2003). AID (Action in Development) also provide training to the Disability workers which is a comprehensive 90-day training on early detection, therapeutic intervention, and inclusion in

mainstream programs. Teachers and supervisors are trained on basic disability intervention, and receive five-day training on inclusion of children with disabilities in education. These trainings are undertaken at CDD. Supervisors and field workers receive training from AID staff development initiatives and other external resource organizations. (UNICEF, 2003)

Moreover, Noakhali Rural Action Society (NRAS) also contained a program to support Inclusive Education. The programme does not directly provide training to teachers of schools where children with disabilities are included, but it facilitates and refers teachers to organizations that provide such training. The programme, however, organizes basic orientation on issues related to disability to school staff and teachers. Supervisors of the programme receive training from organizations within the country.

2.5 Training of CDD (Centre for Disability in Development)

According to UNICEF (2003) In Bangladesh, people with disabilities are usually left out of the development process. This is often because those who design and manage development program lack of awareness of the difficulties faced by people with disabilities in their communities. This has created a need to orient government agencies and NGOs on the fundamental concepts needed to understand the processes and mechanisms available for including people with disabilities in mainstream development. It was in this context that the Centre for Disability in Development (CDD) was established in 1996. Since then, CDD has been involved in training, advocacy, network development, monitoring and evaluation of activities related to the empowerment of disabled people. A basic requirement for addressing the needs of people with disabilities is the availability of adequate skilled human resources. Thus, CDD set out to train the staff of government agencies and NGOs, community-based rehabilitation workers, teachers, and disabled people to design programmes that included people with disabilities. The intervention documented in this study is the training package for teacher development to facilitate inclusion of children in mainstream education. This package was initiated in 1998. The objectives of the teacher training of CDD were also cited in (UNICEF, 2003). These are:

- To help teachers understand the prevailing situation in education for children with disabilities.
- To explore possibilities and scope for including children with disabilities in mainstream formal and non-formal education.
- To gain understanding and technical knowledge essential for managing and facilitating learning by children with disabilities in a classroom situation, including creating a positive environment.
- To prepare the families of children with disabilities, in particular, and society, in general, for inclusive education. The main activities of the teacher training initiative are as follows.
- Training of teachers involved in teaching children with disability.
- Follow-up activities for trained teachers at their working environment.

- Development and dissemination of information and communication materials.

The teacher training on inclusion of children with disabilities operated by CDD is an integral part of its integrated human resource development initiative on disability issues. CDD works in partnership and collaboration with stakeholders such as support agencies (Handicap International, Christoffel Blinden Mission, Action Aid Bangladesh, Plan International, Save the Children Sweden), development organizations implementing disability programmes, the National Disability Forum, concerned government departments, etc.

2.5.1 Teacher training program of CDD:

According to UNICEF (2003) CDD has a team of 20 skilled and experienced trainers, of which four are involved in training teachers of children with special needs such as physical, visual, speech and hearing, and intellectual disabilities. The capacity development process for trainers includes refresher courses, advanced and other complementary training. It also involves information exchange with other organizations, practical orientation from partner organizations, and interactions with children with disabilities and their parents. The centre provides training on Braille and sign language. CDD has recently developed a comprehensive package of Sign Supported Bangla to facilitate a common sign language across the country for hearing-impaired people. Eventually, CDD will offer training courses on this sign supported language.

2.5.2 The main content of the teacher training is as follows

- Inclusive education and its objectives.
- Experiences of other countries on inclusion.
- Orientation for various types of disabilities.
- Present situation in education and various education approaches.
- How to include children with different impairments in education.
- Practical visits to schools involving learners with disabilities.
- Special interventions in education for low-vision children.
- Importance of orientation, mobility and daily activities of disabled children.
- Needs identification and assessment.
- Classroom adaptation and seating arrangements in the classroom.
- Alternative communication.
- Sharing about co-curricular activities of the school.
- Behavior management.
- Planning and evaluation.

Training methodologies are lecture, discussion, group work, demonstration, questionnaire, guided study, case study, field visits, etc. with a focus on participatory approaches. Overhead transparencies, multimedia projector, video of welcoming school and other popular media emphasizing techniques to include children with disabilities in education are usually used in the sessions. References and handouts are provided to participants. Facilitators usually encourage participants to be creative in developing and using teaching learning materials. They also provide some references, and

demonstrate other materials. CDD's team involved in inclusive education assesses the training needs and capacity of trainees before initiating the training course. Needs assessment visits and consultations are made to recipient organization if group training is required.

2.6 Post-Training Impact

Also in UNICEF (2003) It is estimated that about 75 teachers from 60 development organizations are currently involved in teaching in an inclusive educational environment. These organizations have ensured accessibility for children with disabilities in their schools. Training recipients have gained confidence in including children with disabilities in education. Many organizations amended their policies and program to reflect the issue of inclusion of children with disabilities in education. This has resulted in a higher rate of enrolment of children with disabilities in existing institutes, and has influenced enrolment in mainstream government primary education in areas where interventions have been made. In some cases, teachers find it difficult to apply their new skills. Overcrowded classrooms, lack of classroom space, lack of assistive devices, and shortage of learning materials for disabled children make it difficult for trained teachers to accommodate the learning of both disabled and non-disabled children. After completing education in non-formal education program of various NGOs, children with disabilities have faced problems to being admitted to government schools. In most cases, staff members of these NGOs have successfully advocated for inclusion in mainstream schools.

2.7 Training on Inclusive Education & Different Beliefs

Beliefs have been considered one of the important elements in teacher education. They constitute a complicated construct due to their very nature which do not lend themselves easily to empirical investigation (Pajares, 1992). Kagan (1992) and Pajares (1992) pointed out that teacher beliefs bear different labels, such as, opinion, concept, attitudes, perspectives, orientations and more. Pre-service teachers bring into the program beliefs of their own about teaching (Ahsan, Sharma and Deppeler, 2011). Kagan (1992)'s study showed that pre-service teachers hold a personal view of a good teacher, they possess their own identity as a teacher and also embrace their own memories in school life that shape their beliefs about their profession.

These beliefs influence their thoughts in two major areas: towards teaching-learning approaches and towards teacher education programs (Ahsan, Sharma and Deppeler, 2011). Smylie (1988)'s pathway analysis study found that teachers' beliefs are the most important indicator of their change through the teacher education program. Beliefs about teaching learning approaches are formed prior to their entrance to the program and tend to remain unchanged (Pajares, 1992). Moreover, Nespor (1987)'s and Kagan (1992)'s study revealed that though pre-service teachers are exposed to new information and knowledge in the program, they tend to retain their preconceived beliefs (Ahsan, Sharma and Deppeler, 2011).

Bandura (1997) social cognitive theory also mentions four influences on changing a person's beliefs: vicarious experience that relates to feeling of personal success, role-modelling that includes observing other peoples' success, emotional arousal and verbal persuasion. Therefore, key people like institutional heads and teacher educators in the pre-service teacher education programs have to ensure that trainees are challenged to face and assess reality, thus becoming receptive to new ideas and accepting of the need for change (Ahsan, Sharma and Deppeler, 2011).

3. Previous Survey

In different previous studies we do not get totally relevant information about perceptions of Bangladeshi Primary School about Inclusive Education Training. But different relevant research papers indirectly disclose those perceptions in their study. Jayachandran (2000) ascited in Zaman. S.S and Murin. S.Z (Undated)who is a pioneer in introducing successful integrated education in the State of Kerala, India states that we accept Inclusive Education as an integral part of general education; curriculum modification, parental education, appropriate technology and modification, awareness to parents and modification of positive attitude towards the disability are key points of successful integrated education.

Moreover, absence of inclusive education related information in the curriculum, traditional teaching learning approaches and rote learning based assessment systems were principal barriers to preparing teachers adequately for inclusive education (Munir and Islam, 2005, as cited in Ahsan, Sharma and Deppeler, 2011).

A good quality pre-service teacher preparation program was a pre-requisite of successful implementation of inclusive education. They were concerned that the existing pre-service teacher training programs were not sufficient to prepare teachers effectively for inclusive education, especially in challenging and re-examining their beliefs in a positive manner (Ahsan, Sharma and Deppeler, 2011).

Ahuja and Ibrahim (2003) evaluated the state of inclusive education in Bangladesh also reported that pre-service teacher education programs were not enabling teachers to be competent and confident for inclusive classrooms. Zaman. S.S and Murin. S.Z (Undated) stated the work of BPD (Bangladesh Protibondi Foundation) in their study named, 'Inclusive Education in the Context of Bangladesh'. BPF has been involved more in inclusive approach since 1999 after a two week long workshop on Inclusive Education using the UNESCO 'Teachers Education Resource Pack' was organized. This workshop focused on helping teachers in regular school to respond positively to pupil diversity and to explore new teaching approaches. Later on few more workshop and training were conducted by BPF for the staff, teachers of the primary school, community worker from the Community Based Rehabilitation Programme (CBR), parent of children without disabilities. The workshops were based on the UNESCO special need in the Classroom Pack to strengthen the understanding of new methods and prepare the teachers, local community for accepting and admission of children with special need in regular school and also to

train teachers how to address the diversified needs of the children with disabilities in the mainstream classes. There were some outcomes which were also revealed in this study. About teacher's perception the positive outcome is, 'Inclusion of children was successful as the teachers were facilitated through in- service training and on-going support from the special teachers of BPF. It was felt that both the general teachers and involvement and special/resource teachers support are necessary for a successful inclusive education program. Most of the teachers became competent and using their own innovative techniques and ideas to meet the challenges they were facing everyday while dealing with children with diversified need. The teachers always kept in mind about their responsibilities towards establishing the right to education of the children with special need. But the negative perceptions were also found in this study. That, 'Even though the teachers were trained in the principles of good teaching and child- centred learning they lack confidence and often used the teacher centred or subject centred approach.' Also the enrolment of too many children with special needs in the same class sometimes disturbed the teaching learning environment placing too much of burden on the teachers. And last of all, mainstream teachers are not ready to accept children with disabilities at the secondary level. Therefore, after graduating from the BPF's inclusive schools very limited scopes are there for continuing at the secondary level.

4. Objective of the Study

The general objective of the study was to explore the perception of primary school teachers about inclusive education, special need students and the effectiveness of the training programs on inclusive education in our country. To achieve the purpose of this study the following specific objectives were addressed:

- To explore the perception of primary teachers about Inclusive education training given in their pre- service or in- service period.
- To explore the perception of primary teachers about special students in related with inclusive education.
- To explore the perception of Primary school Head Teachers about inclusive education.

5. Rational

According to Ahmed. S (Undated) Teachers play a central role in the education of students. For promotion of learning teachers have to display a sense of responsibility and must be in possession of qualities of leadership that are essential for motivation of students.

According to UNICEF (2000) one of the key component of quality education is, Processes through which trained teachers use child centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.

Also in Wikipedia, Since teachers can affect how students perceive the course materials, it has been found that teachers who showed enthusiasm towards the course materials and

students can affect a positive learning experience towards the course materials. On teacher/course evaluations, it was found that teachers who have a positive disposition towards the course content tend to transfer their passion to receptive students.

Smylie (1988)'s pathway analysis study found that teachers' beliefs are the most important indicator of their change through the teacher education program. Beliefs about teaching learning approaches are formed prior to their entrance to the program and tend to remain unchanged (Pajares, 1992).

Therefore it is important to find out what actually our primary teachers belief about inclusive education and special need students through inclusive education training. If we want to improve our inclusive education status of our country we first find out whether our method of trained the teachers is successfully run or not. As the teacher is the key component of implementing inclusive education as well as quality education.

6. Methodology of the Study

The purpose of the study was to explore the perception of primary school teachers about the effectiveness of training on inclusive education. Perception about inclusive education and special need students are also tried to explore through this paper. The study is descriptive in nature based on qualitative approaches. Data and evidence were gathered from Primary school teachers and Primary school Head teachers by using a combination of Interview and Focus Group Discussion instruments. The thematic analysis approach was used in this study to analyse the collected data. The study area was basically the Dhaka district. The researcher selected this area because of easy communication system, availability of time and financial support. To complete the research perfectly and thoroughly with the assigned time researcher choose primary level. Only mainstream schools were chosen for the study. From a large number of school and students three primary school and 30 teachers from primary level were selected as sample to complete the study within assigned time. Researchers also followed some basic ethical issues while conducting the research.

7. Analysis

Analyses of results and interpretations of obtained data and evidences from interview and FGD of teachers are presented here. The analysis is divided into three major themes on the basis of research questions and collected data. First theme presents the perception of primary teachers about Inclusive education training given in their pre- service or in- service period. Second theme demonstrates the perception of primary teachers about special needs students in related with inclusive education and the third theme shows specially the perception of Primary Head Teachers about inclusive education and the effectiveness of inclusive education training.

7.1 Perception of primary teachers about the Inclusive Education Training

The teachers of primary education have almost a similar concept about inclusive education. From PEDP- II most of them have gain the concept about inclusive education. However most of them do not familiar the term in 'English' but they know about the term in Bangla known as 'akivuto shikkha'. They have different perception about the concept, training and implementation of inclusive Education. One of the teachers said that,

"Oo.. You are talking about Akivuto Shikkha. The education system which includes all type of students in one class"

However, the primary teachers also said about training qualities though some of them did not get any training about inclusive education. Teachers, those who get the training, generally said that, 'it was good.' But most of them forget about the content of the training. And all of them said that, though the training teach them how to include especially the special need students it is quite though to give them more attention within such a large number of students. Moreover, teachers have some prejudice about training qualities. One of the teacher who does not have any training about inclusive education, uttered that,

"Though we do not have the training, but I am sure, this training has no future effect on education in Bangladesh. It will be like the other trainings. Training means waste of time, government money and extra pressure on us."

Another teacher also said that,

"I have got C in Ed. Training for one year under PTI and after getting the training my salary upgrades up to only about 9 taka and one of my colleague's salaries has decreased about 34 taka!!"

The teachers have almost same perception about the quality of inclusive education training. However, one of the teachers was also support the training on inclusive education by saying that, inclusive education training is must be needed in the context of Bangladesh. Because it helps the teachers to change the perception about special need students and also reduce the worriedness about the new term 'inclusive education'. Whenever the teachers were asked about to give suggestion about how to improve the quality of inclusive education training most of them said about strengthening the post training monitoring system and about the scope of the training. Most of the teachers recommend that, if we want to implement inclusive education in Bangladesh, we must focus more on providing training on Inclusive Education on a larger basis. One of the teachers also said that,

"Trainings could be much better if it is monitored continuously and have some phases, so that the learners could not forget about what they had learned in previous trainings."

The primary school teachers were tried to point out the quality of training. Most of them are kind of fed-up on training system of Bangladesh. They gave different example from their training experience and tried to raise questions against training about Inclusive Education. Moreover the untrained teachers considered that, Inclusive Education is not possible in the context of Bangladesh.

7.2 Perception of primary teachers about special needs students in related with inclusive education

As the inclusive education training especially deals with special needs students, the researchers also tried to find out

primary school teachers perception about special need children. The teachers have more or less a general idea about special need students. They can tell the variety of special need students. However, their perceptions about special need students in their classes must be taken in consider to implement an inclusive education classroom. About special need students one of the teachers said that,

"These disable students creates chaos in the classroom. They are disgusting. Sometimes some students make the classroom dirty... they pee in the class...this is not our responsibility to clear the classroom. This is ridicules."

Most of the teachers are worried about controlling or helping the special need students in a large number of student classrooms. They think that, as they work in the field level they may know better know the situation about implementation of inclusive education rather than experts or trainers. They have no objection about any other type of children who were included in inclusive education apart disable children. One of the teachers said that,

"All the trainers or experts of inclusive education always say about to take care of these children, but within 50-60 students classroom it is quite impossible to look after this one or two students."

Teachers were also concerned about the teaching learning system in an inclusive classroom. They were anxious about how to teach different special need students at a time. About this concern another teacher also said that,

"We do not know how to teach blind, deaf or intellectual impaired students, how we could make a class an inclusive class. It is better for us also for the special need students to admit in special institution which is made for them."

Whenever they were asked for give any suggestion about how to implement inclusive education, most of them suggested an inclusive classroom except disable children. Most of them felt that, disable students need another special place for them. It will be better for the special needs students to go for other separate place which is only made for them. Some of the teachers have also some positive attitude. They said that, they can teach blind student want those students in their classroom. They have no problem about blind students or physical impaired students.

7.3 Perception of Head teachers about inclusive education training

For getting the perception of Head teachers about inclusive education training the researchers went to 4 Head teachers of government primary schools. Among them, 3 out of 4 head teacher were forgot when they had got the training on inclusive education training. They tried to remember the training year and the duration of the training but most of them were confused about the time and date.

About inclusive education and special need students one of the head teacher said that,

"Yes inclusive education means less classification and also good for a learning environment, but it is too tuff sometimes to control the extreme intellectual impaired students. We could admit or handle visual impaired or low vision students but deaf students are also a challenge for us."

There was also a matter of concern that, only the head teachers of government primary school got one training on Inclusive Education. Moreover, the primary school Head teacher believe that, there are some contradictions among the

perception of primary school teachers. The teachers who hate training system also have a view of elaborating training scope for them. They think we should broaden the training scope for the betterment of the training quality and for the effectiveness of the training.

8. Major Findings

- According to Primary school teachers the quality of training may not be questionable. But most of them are kind of fed-up on training system of Bangladesh. Giving different example from their training experience most of them tried to raise questions against training about Inclusive Education.
- Teachers those who have no training on Inclusive education are considering that, Inclusive Education is not possible in the context of Bangladesh.
- As the training did not cover a considerable number of teachers, the teachers who did get the training and who didn't both said that, like other training the training on Inclusive education do not have a success story as well.
- Most of the teachers recommend that, if we want to implement inclusive education in Bangladesh, we must focus more on providing training on Inclusive Education on a larger basis.
- Most of the teachers of primary sector have sympathy and at a time irritating attitude about disable children. However they think that to have this kind of child in classroom means need extra care which is quite impossible in Bangladesh due to the present primary classroom student's ratio.
- Most of the teachers are confused about the teaching learning system of inclusive education. They feel that there should be some changes in teaching process but they don't know what should be the particular process
- Teachers of primary school want to establish inclusive Education system in the primary sector of Bangladesh but they recommend to step aside the disable children from the inclusive education system.
- According to the head teachers, Inclusive Education training which they have got is not effective for them. Most of the teachers have forgotten when they have got the training and what was the content of the training or the main goal of the training.
- The head teachers are totally upset about the future of inclusive education. They have uttered that, it is not possible to implement inclusive education system in such classes where the teacher-student ratio is quite high.
- Some of the head teachers also think positively about inclusive education. They said that inclusive education system can help to minimize the class division of a society, and it should be implemented in all the Primary schools but they don't know how.

9. Discussion

The findings revealed that, their are kind of same perception among the teachers who got the training of inclusive education and who did not. basically the teachers have problem about the training type and training's sustainability. however, some of the teachers who got the training have a

positive attitude towards the special need students rather than who did not get the training. Moreover, most of them believe that, within a large number of of students it is quite impossible to implement inclusive education especially along with special children. similar findings is found in Ahsan, Sharma and Deppeler's study. According to Ahsan, Sharma and Deppeler (2011), A good quality pre-service teacher preparation program was a pre-requisite of successful implementation of inclusive education. They were concerned that the existing pre-service teacher training programs were not sufficient to prepare teachers effectively for inclusive education, especially in challenging and re-examining their beliefs in a positive manner (Ahsan, Sharma and Deppeler, 2011).

In their study they also coated the findings of Ahuja and Ibrahim's (2003) which also support the research findings, Ahuja and Ibrahim's (2003) evaluated the state of inclusive education in Bangladesh also reported that pre-service teacher education programs were not enabling teachers to be competent and confident for inclusive classrooms (Ahsan, Sharma and Deppeler, 2011).

However, according to Zaman. S.S and Murin. S.Z (Undated), Inclusion of children was successful as the teachers were facilitated through in- service training and on-going support from the special teachers of BPF. It was felt that both the general teachers and involvement and special/resource teachers support are necessary for a successful inclusive education program. Most of the teachers became competent and using their own innovative techniques and ideas to meet the challenges they were facing everyday while dealing with children with diversified need. The teachers always kept in mind about their responsibilities towards establishing the right to education of the children with special need. Interestingly, in the same study, according to Zaman. S.S and Murin. S.Z (Undatedndra), it was stated that, 'Even though the teachers were trained in the principles of good teaching and child- centred learning they lack confidence and often used the teacher centred or subject centred approach.' Also the enrolment of too many children with special needs in the same class sometimes disturbed the teaching learning environment placing too much of burden on the teachers. which again support the research findings.

10. Recommendation

- Inclusive education training should be implemented more broadly.
- The teachers of primary Education somewhat feel irritate about taking any training, most of them were asking about money and there salary, government could pay some amount of money to encourage the teachers of taking training seriously.
- We need more master trainer about Inclusive Education.
- International conferences, could invite primary teachers to participate in and also considering the registration fees for them.
- Satellite awareness program on inclusive education should be implemented more strongly.
- Government should take steps about infrastructural and training facilities of Inclusive Education.

- There should be a training or awareness program for the guardians of non-special need child. So that they allow their child to make friendship with special need children.

11. Conclusion

This study had found a contradictory perception of teachers about inclusive education. They took the term inclusive education basically for special need children not for the other group of children. The trainings given to them were also quite ineffective. We need to organized more broadly and effectively the inclusive education training programs. So that, we can go for a better, harmonious educations system for our country.

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