

**A Study of the Attitude of Elementary School Teachers Towards Inclusive Education of  
Vadodara City**

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### CERTIFICATE

This is to certify that the dissertation titled “**A Study of the Attitude of Elementary School Teachers Towards Inclusive Education of Vadodara City**” which is being submitted by **Ms. Vandana Joshi** for the partial fulfilment of the requirement for the degree of Masters of Education (M.Ed.) through faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is the students own work carried out under my continuous supervision and guidance and has completed it to my satisfaction.

30<sup>th</sup> March 2020

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## **List of Abbreviations**

<b>CSWN</b>	-	<b>Children with Special Needs</b>
<b>DEO</b>	-	<b>District Education Office</b>
<b>DEE</b>	-	<b>Department of Elementary</b>
<b>EFA</b>	-	<b>Education for All</b>
<b>GOI</b>	-	<b>Government of India</b>
<b>IED</b>	-	<b>Inclusive Education for Disabled</b>
<b>IEDSS</b>	-	<b>Inclusive Education of the Disabled for the Secondary Stage</b>
<b>IERTS</b>	-	<b>Inclusive Education Resource Teachers</b>
<b>IEP</b>	-	<b>Individualised Education Plan</b>
<b>MHRD</b>	-	<b>Ministry of Human Resource Development</b>
<b>NPC</b>	-	<b>Normal Probability Curve</b>
<b>NPE</b>	-	<b>National Policy on Education</b>
<b>NCF</b>	-	<b>National Curriculum Framework</b>
<b>NCERT</b>	-	<b>National Council of Education, Research and Training</b>
<b>POA</b>	-	<b>Program of Action</b>
<b>PWD</b>	-	<b>Person with Disability</b>
<b>RPWD</b>	-	<b>Rights of Person with Disability</b>
<b>SEN</b>	-	<b>Special Educational Needs</b>
<b>SSA</b>	-	<b>Sarva Shiksha Abhiyan</b>
<b>SIA</b>	-	<b>Seva in Action</b>
<b>TTI</b>	-	<b>Teachers Training Institutes</b>
<b>UNESCO</b>	-	<b>United Nation Education, Scientific and Cultural Organisation</b>
<b>UNICEF</b>	-	<b>United Nation International Children Emergency Fund</b>
<b>UEE</b>	-	<b>Universalisation of Elementary Education</b>

# **CHAPTER I**

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## **CONCEPTUAL FRAMEWORK**

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## **1.0. Introduction**

Education is considered as the best mean to nourish our basic instincts and in developing all aspects of our life. According to Mahatma Gandhi “By education I mean all round drawing of the best in the child and man in body, mind and spirit”, Gandhi ji was a critique of bookish knowledge and wanted to make children learn manual work that will help them develop their innate abilities. Education is all about using knowledge wisely in our daily lives. It is a powerful tool that one holds to remove the darkness of mind and fill it with the light of knowledge and wisdom. Through education wisdom, knowledge and information can be acquired and spread all over the world. Education is a lifelong process of learning things, experiencing ideas, acquisition of knowledge, skill, values, beliefs and habits. We learn basic norms, rules, regulations, value of society through education. Education widens one’s experience and provide opportunity to apply the learned information into situations. Education has its history in India from ancient period where education was limited to only Brahmans and Kshatriya, gradually it generalised for everyone. Modern education is liberal, open and exoteric, it is based on humanism, freedom, equality, democracy and human rights. Right to Education is indemnified for all without any discrimination.

Indian government has made numerous efforts to promote education in every way after Independence. In Indian constitution, article 45 and 46 clearly states that- The State shall attempt to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years. The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation (GOI, 1949). Sarva Shiksha Abhiyan (SSA, 2006) framework clearly states that SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment.

Efforts made by government to provide elementary education to all children without discrimination is termed as Inclusive education. Policy of inclusion needs to be implemented in all schools and throughout in our education system. The involvement of all children needs to be made sure in all domains of their life in and outside the school. Schools need to become centres that prepare children for life and ensure that all children, especially the differently abled, children from marginalised sections, and children in difficult circumstances get the

maximum benefit of this critical area of education (National Curriculum Framework, 2005). And inclusion of differently abled students in regular education classrooms requires regular school teachers to upgrade their skills in-order to respond to the new challenges provided by their changing roles and responsibilities. It is so very important that regular faculty academics have the suitable data, skills and attitudes to fulfil their new roles and responsibilities. Effective inclusion does not take place only when teacher delivers relevant and meaningful instruction to students with diverse needs, it should make everyone feel included and supported, whichever environment they are in.

“Everyone who remembers their own education, remembers teachers, not strategies and techniques. The teacher is a heart of education system”- (Hook, 1902-1989). They can be described as a person who has excellent communication skills, passion for their subject matter, strong work ethic and ability to build caring relationships with their pupils. Teachers also play an important role in determining students’ experiences in the classroom on daily basis, so a teacher must always remain positive and strong willed. Attitude is very important for a teacher, it determines the outcome. Attitude of teachers affects the motivation, personality, confidence, attitude towards school, school work and performance of students. Teachers’ attitudes towards inclusive education effect its successful implementation within mainstream schools. As the teachers are the primary stake holders in the education system it is most essential to know the attitude of teachers towards inclusive education.

Attitudes are dynamic in nature, they are influenced with the experience and the conditions one confronts with. There are various factors that affect teachers attitude towards their profession. Factors like teachers’ sex, special training programme, educational qualification, years of teaching experience, marital status, etc may lead to either a positive or negative attitude towards students with special needs. The present study is focused on studying the attitude of teachers with certain variables- marital status, years of teaching experience, educational qualification, special training on inclusion and RCI registration and see whether teacher holds a positive or negative attitude towards inclusion of children with special needs.

### **1.1. Elementary Education in India**

Elementary education is also called primary education, it begins at the age of 6 years to the age of 14 years. Right to education act was implemented to mandate education as a compulsory right to all its citizen, in order to achieve satisfactory and equitable quality of education in a formal school which satisfy certain essential norms and standards.

Article 21-A and the Right To Education Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group (MHRD, 2019).

Universalisation of Elementary Education (UEE) has been accepted as a national goal in India. Central and State governments are making toilsome efforts to achieve this goal. As a result of these efforts, 94% of the country’s rural population has primary schools (grade I-V) within 1 km and 85 per cent of rural population has upper primary schools (grade VI – VIII) within a distance of 3 km (Mondal, 2013). India has put number of efforts to make education accessible for every child, for which there are many departments that work for the education of children who were being overlooked by the society in the earlier times

### **1.1.1. Department of Elementary Education**

The Department of Elementary Education (DEE) (2013) is one of the departments that works on continuously enhancing the work of elementary education in India. DEE is the nodal department of the NCERT to advise the Government of India on policies and programmes pertaining to elementary education. It acts as the nodal centre at the national level for the implementation of the Sarva Shiksha Abhiyaan and the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

### **1.1.2. Objectives of Elementary Education**

Elementary education as a basic education that provide learning experiences which increase the child's awareness and responsiveness to the changes and demands of society. Also, to prepare an individual for constructive and effective involvement in life.

National Council of Education, Research and Training (NCERT, 1977) laid down the following objectives of elementary education-

- i. To acquire the tools for formal learning namely literacy, numeracy and manual skills.

- ii. To acquire the habits of cooperative behaviours within the family, school and community.
- iii. To develop social responsibility by inculcating habits.
- iv. To appreciate the culture and life styles of persons of other religions, regions and country.

Elementary education emphasises on education for life. It is meant to widen opportunity for all Children to act, play, learn, experience the feeling of brotherhood and develop in accordance with their abilities and difficulties; thereby having good quality of life in their respective environments. In 2009, the Government of India passed the Right of Children to Free and Compulsory Education (RTE) Act. It prescribes for free and compulsory education of reasonable quality, based on principles of equity and non –discrimination to all children up to elementary education in the age group of 6-14 years for children with no special needs and 18 years for children with special needs.

## **1.2. Inclusive Education**

Over the years, the term ‘inclusive education’ has come to replace the term ‘integrated education’. Many people working in the field of education in our country consider these two terms to be meaning the same thing. They understand it as only a change in terminology and nothing else (NCERT, Meeting Special Needs in School- A Manual, 2007). We must understand that the term inclusive education means much more than this. It refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The range of challenges confronting the school system while including children with diverse abilities and from diverse backgrounds have to be met by creating a child-centred pedagogy capable of successfully educating all children (NCERT, Meeting Special Needs in School- A Manual, 2007).

The term inclusion refers that all the children coming under the same roof regardless of their caste, class, creed, disability or gender. Inclusion is “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education (UNESCO 2009,). It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children” (UNESCO, 2005).

Inclusive education takes place when all children participate and learn together in the same classroom. Inclusion is about finding new and different ways of teaching so that all the students can participate and involve themselves in the classroom. It values differences and uniqueness, that students bring in a classroom. Inclusion believes that there's no 'one size fits all' model so, the diversification of modes of instruction and learning materials should be promoted in classroom.

Inclusion is based on the diverse needs of the students. Inclusive education is a system of education in which all the children with special needs are enrolled in schools and are provided with supportive services. Inclusive education can be defined as the attitude and methods that ensures all learners access in mainstream education where everyone is welcomed and valued.

Inclusion means the creation of barrier-free and child-focused learning environments, including for the early years. It means providing appropriate supports to ensure that all children receive education in non-segregated local facilities and settings, whether formal or informal. It is framed by article 29 of the Convention on the Rights of the child (UNICEF, 2007). Kothari Commission (1964-66) highlighted the importance of educating children with disabilities during the post-independence period. It expressed that the education of children with disabilities must be a part of the general educational system suggesting that educational facilities must be extended to the blind, deaf, orthopedically challenged and mentally challenged (Pandey, 2006).

### **1.2.1 Definitions of Inclusive Education**

Education system is changed in the present context where all children are supposed to learn together and changing according to the needs of students. following are few definitions to understand Inclusive education in better way-

According to (Thomas, 2003) 'Inclusive education is virtually the practice that provides school experiences to children with special needs in the same school and classrooms they would attend if they did not have special needs. It is the process during which all children, regardless of their abilities and needs, participate into the same school'

According to the (UNESCO, Guidelines for inclusion: ensuring access to education for all., 2005), inclusion is about 'welcoming diversity; benefiting all learners, not only targeting the excluded; providing equal access to education or making certain provisions for certain categories of children without excluding them'.

According to (Rogers, 1993), 'Inclusive education is an idea wherein the child is to be eligible to attend neighbourhood school and the school is expected to transform itself in terms of arranging resources for fully benefiting the child'.

Inclusion is a wide concept which dreams of creating a society which is free of exclusion. Inclusive education is respecting the differences in children, it is a way of removing exclusion and develop a culture of friendship. In India, Inclusion do not limit itself with the CWSN but children from different linguistic, socio-economic background and girls' education is also emphasised in Indian inclusive model and researchers in the present study limit to inclusion of CWSN. Inclusion is all about celebrating diversity. Inclusion believes in changing according to the needs of students. For schools to be fully inclusive, they are required to have competent and skilled teachers to enhance the capacity of schools and respond to the needs of students.

### **1.2.2. Aims and Objectives of Inclusive Education**

Education is not just about learners with special needs. It is an attitude and approach that embraces the diversity and learner differences and promotes equal opportunities for all learners. Objectives of inclusive education are mentioned below-

- i.** All children can learn and reach their full potential
- ii.** Inclusion must ensure the development of social consciousness in students
- iii.** Feeling of brotherhood among students should be developed through inclusive education
- iv.** Inclusion should meet the individual needs of each student within the school community
- v.** Inclusion must address the intellectual, learning, communication, social, emotional and physical aspects of a child's development
- vi.** All students shall be given the opportunity to participate in all aspects of school life
- vii.** The best educational interest of students is the paramount consideration for decision-making and programming
- viii.** Diversity must be valued in order for inclusion to be successful

Main emphasis of inclusive education is that all children learn together in the same environment and develop their potential to the fullest and learn to live together. It also emphasises that education of CWSN is to teach them with the skills of self-help, daily living, and vocational skills and to assist them to manage their own affairs independently during adult hood. Hence, making them able to live a better life a new approach of inclusive education has

accepted widely; which refers to the active and full participation of children with special needs in general schools with the others in same time.

### **1.2.3. Principles of Inclusive Education**

In Indian perspective inclusive education work on some principles of inclusion mentioned in Sarva Shiksha Abhiyan by (Pallavi, 2015), that are-

- i.** All school personnel should display shared responsibility and support for all students
- ii.** The teachers should have the potential capacity to work within a collaborative framework to meet the unique needs of all individual students when given adequate training and supportive services
- iii.** The effect of disabilities on students varies from individual to individual and the implications for inclusion differ accordingly
- iv.** The family and social circumstances of a child is also crucial for deciding whether a child can be placed in an inclusive setting
- v.** Each student should have the opportunity to experience meaningful challenges, exercise choice and responsibility, interact collaboratively with others, and be actively engaged in developmental, academic non-academic, inter and intrapersonal activities as part of the educational process
- vi.** Implementation of these principles depends upon continuous community support, broad planning, training and evaluation
- vii.** An adapted school environment is needed to suit the needs of every child with disability.

Inclusion is a way of including all children under the same roof and given equal opportunities to grow. Inclusion is the best practice that can remove differences and gives hope to every person, with or without need, of a better tomorrow.

### **1.2.4. Policies and Programmes Related to Inclusive Education**

Government of India and any other have tried to improve the education system focusing on inclusive education. Many policies, programmes have been implemented so far, to make education accessible for all. So, following are some of the initiatives that have been taken to make the world of education friendlier for CWSN:

- i. Education for All (EFA,1990)** – Education for All is led by UNESCO aiming to meet the learning needs of all children, youth and adults by 2015. Not all children receive the education they need or want therefore this goal was put in place to help those children.

EFA intensifies that large number of vulnerable and marginalised group of learners were excluded from the education system.

- ii. **National Policy on Education (NPE,1986) and Programme of Action (POA) (1992)** –are proposed to stipulate the education of the children with locomotor, handicap and other mild handicaps same and common as the normal children. It was formulated by government of India to promote education amongst people of India. The objective was to formulate the physically and mentally handicapped with general community as equal partners to prepare them for life with courage and confidence in life.
- iii. **RCI, Rehabilitation Council of India, 1992** - Indian parliament enacted Rehabilitation Council of India (RCI) in 1992, its one of the main functions of the Council is to standardize the training courses for various categories of Professionals/Personnel for ensuring quality services to the people with disabilities. Rehabilitation Council of India (RCI) is also a program amended by the Government of India for monitoring the services given person with special needs. Teachers who will be registered under RCI, will be trained for providing quality service to the student’s respective needs.
- iv. **The Salamanca conference UNESCO, (1994)**- emphasized that school should accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions, that includes disabled and gifted children, street and working children from remote or nomadic population, children from linguistic ethnic or cultural minorities and children from other disadvantaged or marginalised areas. All students should learn together, where possible and ordinary schools must recognise and respond to the diverse needs of the students while having a continuum of support and services to match these needs.
- v. **Person with disability act (PWD,1995)** - was enacted to give proclamation on the full participation and equality for people with disability in nation building. Every child with disability has the right to free education till the age of 18 years. Act provides both preventive and promotional aspect of rehabilitation of person with disability, unemployment and establishment of homes for person with severe disability, etc. Special schools for children with disability shall be equipped with vocational training facilities.
- vi. **World education forum in Dakar, Senegal, (2000)** - education must take into account the most disadvantaged children including working children, remote rural dwellers, nomads, ethnic and linguistic minority children, affected by conflicts, education must take into account the most disadvantaged including working children, remote rural

dwellers, nomads, ethnic and linguistic minority children, affected by conflicts, HIV-AIDS, hunger and poor health and those with special learning needs.

**vii. National action plan for inclusion in education of children and youth with disability (2005)**- the goal of action plan is to ensure the inclusion of children and youth with disabilities in all available general educational settings, by providing them with a learning environment that is available, accessible affordable and appropriate. It emphasised on provision of home-based learning for persons with severe, multiple and intellectual disability.

**viii. National curriculum framework (NCF,2005)**-reiterates the importance of including and retaining all children in schools through a programme that reaffirms the value of each child and enables all children to experience the dignity and confidence to learn. It says that schools need to become centres that prepare children for life and ensure that all children, specially the differently able, children from marginalised section, children in difficult circumstances get the maximum benefit of this critical area of education.

**ix. National policy for person with disability (2006)** – Person with disability are the valuable resource for the country and seeks to create an environment that provides them the equal opportunities and protection of rights and full participation in the society. It recognises the fact that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and affective access to rehabilitation measures. In addition, the policy seeks to bridge the gap between rural and urban areas by creating more District Disability and Rehabilitation Centres (DDRCs), which disseminate information in terms of availability of aids and appliances, ensure the mandated 3% coverage of persons with disabilities in poverty reduction programs and target girls with disabilities

**x. Inclusive education of disabled at secondary stage (IEDSS) (2009-10)**- The objective of IEDSS is to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. It covers all children at secondary stage in government, local body and government aided schools with one or more disabilities as defined under the person with disability act (1995). IEDSS provides students with disabilities ages 14-18, studying in public or government-funded schools, R3000 per school year from the central government to purchase the necessary materials to use to ensure inclusion of the student in the mainstream school system.

- xi. Right to Education- Sarva Shiksha Abhiyan policy on inclusion, (2001 and 2012)-** SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. SSA has adopted a zero-rejection policy. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his/her learning needs (Ministry of social justice and Empowerment, GOI, 2010). Every child with special needs should be placed in the neighbourhood schools, with needed support services. Children with special needs need to be facilitated to acquire certain skills that will enable them to access elementary education.
- xii. Rights of Person with Disability Act 2016-** Each child with criterion disability between the age group of 6 and 18 years shall have the right to free and compulsory education. The act has been made applicable to formulate equal opportunity policy which sets out the amenities provided to person with disabilities. The ultimate goal is to reach equity and equality. Authority has been forged upon the governments to take efficacious measures to make sure that the persons with disabilities enjoy their rights equally with others.
- xiii. Samagra Shiksha Abhiyan 2018-** In Samagra Siksha Abhiyan, special focus is on improving quality of education for all students, including CWSN. The intervention is an essentials component provide support for various student-oriented activities which include identification and assessment of CWSN, provision of aids, teaching materials like Braille books, large print books, uniforms, assistive devices and equipment's, environment building and orientation programme to create a positive attitude and awareness about needs of CWSN.
- xiv. National policy on education Draft (2019)-** focus to achieve an inclusive and equitable education system, so that all children have equal opportunity to learn and thrive and so that participation and learning outcomes are equalised across all genders and social categories by 2030. Also, resource centres at the village/block level where needed for learners with severe or multiple disabilities will be established. Home-based education will be provided to children with severe and profound disabilities who are unable to go to schools.

Everyone has the right to education, life-long learning in order to maintain and acquire skills to lead a productive and successful life. There are numerous policies for inclusive education which strive for quality of life along with equality and equity for students with special needs.

Although the Government of India has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education (J.D.Singh, 2016).

### **1.2.5. Benefits of Inclusive Education for Students With or without Special Educational Needs**

In inclusive classroom students' learning together with or without any special need fosters a culture of respect and belongingness, where they learn about each other and respect the individual differences. Spending the school day alongside classmates will help them grow socially rather than segregated setting where they don't have much opportunities to interact with different type of people. 3% of the reservation for children with special needs in all forms and at all levels of education is for encouraging education. Children with SEN have appropriate models of their behaviour, so they can observe the socially acceptable behaviour of other students. Inclusive classroom provides various opportunities for learners to develop individual's strengths and gifts. Children with disability in the classroom environment are provided a barrier free environment for learning. Students are given provision to write examination with the help of special devices and equipment. Provision of alternative questions to students who cannot attempt questions based on pictures, graphs, etc. for blind and low vision students. Children without SEN can learn a good deal about tolerance, individual difference, and human exceptionality by interacting with those with SEN (NCERT, 2006), they (children without SEN) can learn that students with SEN have many positive characteristics and abilities. They may serve as peer tutors during instructional activities (Salvin, 1990). Children develop a positive understanding of other people with disabilities. The children in inclusive school learn to appreciate and accept diversity, when they attend the classes with the other children. Both general and special educators in inclusive settings expect appropriate conduct from all students. Students without SEN have the chance to learn about many of the human service profession such as special education, speech therapy, physical therapy, recreation therapy, and vocational rehabilitation. Students without special education needs come to realise that students with special needs have many abilities while they work as their buddy in school hours. With the help of buddy system teachers help students in learning tolerance, supporting each-others, an acceptance of differences, and even gaining positive academic benefits. All children in the same classroom environment are prepared for life in the society in nearly future and the most important thing that the children with special needs

develop is confidence, high expectation for themselves and work on individual goals. Attending inclusive schools increases the probability that students with SEN will continue to participate in a variety of integrated settings throughout their lives (Alper, 1996).

### **1.2.6. Barrier in Inclusive Education**

Purpose of Inclusive education is to meet the individualised goals of students with SEN, within the context of general educational settings and activities, to make it possible, and to better accommodate students with different learning styles, the current education system, academic structure, and academic practices need to become more versatile, more inclusive, and more cooperative. Infrastructure and transportation form are the major barriers that a school face while implementing inclusive education. Inclusive classrooms should have a regular educator and appropriate number of teacher aides to assist the teachers with day to day activities. Not every student can learn in the same pace and it is a challenge for teachers because Inclusion is about not leaving anyone behind. Teachers lack skills in using different techniques according to the needs of students and same method used by teachers do not let CWSN to cope up with other students. Children with special needs face barrier in realisation of their basic rights and claim for their rightful place in society. Their abilities are often ignored and devalued. Curriculum is one of the major barrier in the progress of inclusive education. Curriculum and teaching methods used by educators play a pivotal role in as far as attaining effective teaching in inclusive classrooms is concerned. However, a rigid and inflexible curriculum that does not allow teachers to use innovative pedagogical methods to be used in class. Schools may fail to provide the trained teacher, even the physical facilities for the children with special needs, i.e., (lack of wheelchair ramps in schools, Lack of facilities or assistive technology to aid children with a particular type of difficulty). Teachers may have negative attitude towards CSWN due to certain concerns regarding taking their (CSWN) responsibility, lack of trained staff as well as lack of teacher training, lack of resources, infrastructural barriers. Children without special needs may have negative attitude towards CSWN, they may find it hard to cope up with these students and not able to accept differences. Children with special needs are often bullied by their peers or kept segregated from all social activities in schools (Sengupta, 2019). CSWN can face emotional problems because of inferiority and low self-esteem. there is a lot of ambiguity regarding education of Children with special needs in India. On one hand the Ministry of Social Justice and Empowerment runs separate schools for special children and on the other hand the Ministry of Human Resource Development promotes inclusive education. This creates a lot of confusion in the minds of the people (Sengupta, 2019). Addition to that another barrier is lack

of lack of communication among administrators, teachers, specialists, staff, parents and students. Parents, teachers and even the children without any special needs should be educated or made aware of benefits of inclusion.

### **1.3. Role of a Teacher in Inclusive Education**

Inclusive education doesn't only benefit the students with special needs but it also gives an opportunity to participate in all curricular activities and they get an opportunity to understand each other while supporting each other. The foremost aim of the teachers should be all the round development of every student in the same environment. Teachers have a pivotal role in mainstreaming inclusive education. It is the teacher who sees new and innovative ways in order to fulfil the educational, social and emotional needs of children with special needs. Regular school teachers should to be aware of different learning styles and the motivational patterns of differently abled children. Teachers' works as catalysts between children, administration and parents. Teachers with the support of school personal, special educators and parents should develop effective ways of overcoming barriers to learning. Effective inclusion does not take place only when teacher delivers relevant and meaningful instruction to students with special needs but to provide support and focused involvement with the children. They should make sure that classroom environment is least restrictive to them so, they feel less burdened. Teachers are expected to be prepared for different challenges in inclusive education. They are now expected to address problems and provide solutions to challenges posed by students who may vary in their skill levels. Teachers must respect the individual differences and diverse needs of students. If teachers who are involved in mainstream education are also conscious of specialized knowledge and have the skills needed to meet at least a minimum set of special needs of CSWN then it will be considered doing justice to students seeking inclusivity. Teacher should encourage friendship between children with and without needs through classroom activities, which will help them improving their socialization process.

To assist teachers in catering to the needs of all learners more fully, each school complex will appoint an adequate number of special educators with cross-disability training to work with all schools within that complex (NPE, 2019). When they teach in inclusive classroom their competency also improves because of the challenging tasks they do. Teachers should undergo some specialised training or the schools should arrange some special training or some workshops and seminars to improve teachers' skills and for the up to date sharpening of their skills. Inclusive education requires that special educators go specialised training and receives

support from school management to ensure that children with special needs benefit and thus ultimately receive the best of education and care that civil society can provide to them without disparity (Routledge, 2003). Success of inclusion depends largely on the responsiveness and willingness of teachers to meet the educational and social needs of students with varying abilities. Teaching aids, curriculum adaptations, counselling, assistance etc. should be provided to the Children with Special Needs by the teachers to make their learning process fruitful (Tyagi, 2016). Teachers are now expected to integrate the adaptive dimension in all their efforts for children with special needs.

Here are some roles of teachers in meeting the special needs of children- Teachers need to accept the differences and disabilities of children and always strive to develop a positive attitude between normal children and disabled children. Involving the children with disability in almost all the activities of the classroom. Making suitable adaptation in the curriculum transaction so that children with disability learn according to their ability. Collaborating with medical and psychological personnel, parents and special teachers. Providing scope for cooperative learning among disabled and normal children and nurturing the talent of children with special needs. Enabling the children with special needs to avail the facilities made available for them under Inclusive Education for Disabled (IED) scheme. Providing guidance and counselling to children with special needs as well as their parents for continuous growth of CWSN in school and home.

#### **1.4. Preparing Teachers for Inclusive Education**

In India for In-service training, the country has a large network of government owned teacher training institutions (TTIs), which provides In-service training to school teachers. The NCERT along with its six Regional Institutes of Education (RIEs) prepares a host of modules for various teachers training courses and also undertakes specific programmes for training of teachers and teacher educators (NCERT, Integrated Teacher Training for In-Service Teachers, 2019). Teachers who undergo the teachers training programmes should be competent to teach learners with and without disabilities in the same classroom environments. The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it more broad-based. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working

in the field of Rehabilitation and Special Education. The Act also prescribes punitive action against unqualified persons delivering services to persons with disability (RCI, 2019).

## **1.5. Attitude**

Attitudes are basic factors of our perceptions of, and actions toward all aspects of our social surrounding. Attitudes involve a composite organisation of beliefs, feelings and proneness toward certain actions.

“An attitude is a negative or positive evaluation of an object which influences human’s behaviour towards that object” – **Michael Hogg**.

“An attitude is a readiness of the psyche to act or react in a certain way” – **Jung**

An attitude is a complex combination of things like beliefs, personality, value, etc. Attitude is an imperative component of our lives it helps us interact with our environment effectively. It defines how a person behaves in a particular situation. Attitude can be developed positive, negative or neutral with reference to some situation, idea, object or their experience. By birth, every individual is exposed to direct and indirect stimuli of the surrounding that teach him/her to form certain ideas, beliefs and values. In other words, a person first becomes aware of the things and then develops an attitude. Parents, media and press, peers and teachers play a pivotal role in the formation and growth of attitudes. Apart from this attitude can be implicit and explicit. Explicit attitude is conscious and influences our behaviour and implicit attitude is unconscious but it still influences our behaviour. Human being holds attitude because they are useful. Particularly, our attitude enables us to determine, often very quickly and effortlessly, which behaviour to engage in, which people to approach and avoid, even which product to buy (Duckworth, K. L., Bargh, J. A., Garcia, M., & Chaiken, S., 2002).

### **1.7.1 Types of Attitude**

Attitude can be defined as an individual’s response towards situation, people, things. Attitude can be categorised in three types:

- i. Positive Attitude-** Positive attitude in people help them to look at the good rather than any bad thing, situation, etc.
- ii. Negative Attitude-** Negative attitude of a person makes them ignore the good side of life and often pay attention to the bad things.

- iii. **Neutral Attitude-** People with neutral attitude tend to have neutral mindset. People with neutral attitude tend to ignore situations in life.

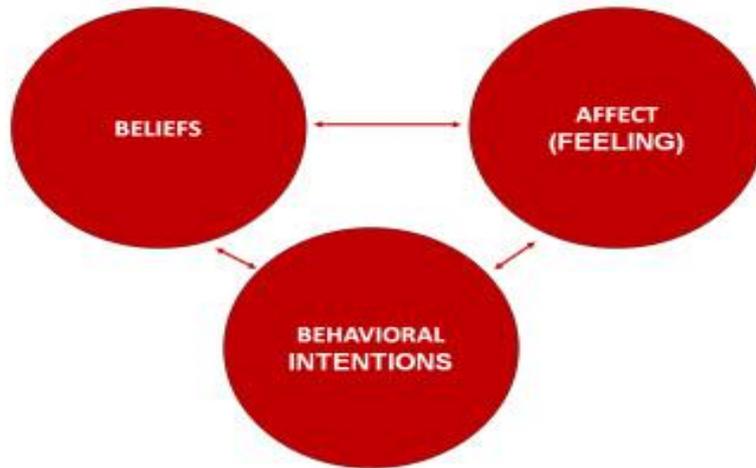
If teachers in inclusive education, strives for full inclusion then they should keep positive attitude towards CSWN. Teacher with positive attitude will encourage all students for participation in activities, teachers will collaborate with other special teachers in regards to the development of children with special needs and also to update their knowledge, teachers will also maintain data of students and have regular meeting with their parents, etc. If teachers in inclusive classroom will have negative attitude then this may affect students physical, intellectual, emotional development. Teachers negative attitude will not only harm students but to teachers themselves. Some teachers may have negative attitude towards inclusive education because of various factors like teaching experience, gender, etc. teachers having negative attitude will never help in reaching full inclusion. Some teachers may also keep a neutral attitude where they do not show either a positive attitude or a negative attitude towards inclusion. Teachers who will have negative attitude may not have any interest in inclusive education at all, they may not even bother even if they have a student with different need in their classroom, this type of attitude is also not favourable towards succession of inclusive education. Attitude are not biologically inherited but are formed out of our experience, in other words what we experience are what help us form our attitude either positive, negative or neutral. Investigator wants to find, whether teachers hold positive attitude or not, towards inclusive education.

#### 1.5.6. **Components of Attitude**

Every attitude has their components which is termed as ABC model of attitudes: where A stands for affective, B for behavioural and C for cognitive component. (Rosenberg, M.J. and Hovland, C.I, 1960)

- i. **Affective component** - Affective component is based on emotion and feelings of a person. It shows some kind of emotional reaction or feeling of an individual towards positive or negative. This component of attitude can be used prove and express one's beliefs and values.
- ii. **Behavioural component-** Behavioural component is the action one performs on the basis of cognitive and affective component. It refers to the way one behaves when exposed to an object, person or situation. It is a part of an attitude which reflects the intentions of a person.

- iii. **Cognitive component** – cognitive component is based on person's knowledge and belief about person, event, or object. It makes no difference whether the information or knowledge about something is correct or not. It can be said to related to the general knowledge of a person.



**Figure 1.**  
**Components of attitude**

Donelson Forsyth describes in his book (Our Social World), an attitude is not a feeling, a cognition, or a form of behaviour; instead, attitudes combine all three components in an "integrated affect-cognition-behaviour system." Attitudes are made of three components that influence each other. Even if one component changes, it influences the entire attitude structure. In addition, each component not only have an influence on the attitude structure as a whole, but also on each other component. Attitude represents our preferences, experiences, etc. and the component describes the attitude of a person more clearly. Experience of a person towards a thing will be seen through his/her behaviour or actions. Similarly, a teachers' attitude towards inclusion will depend on certain experiences that they have confronted with or the knowledge they hold towards inclusive education.

## **1.6. Inclusive Education and Teachers Attitude**

Attitudes are conceptualised as relatively stable constructs comprising of cognitive, affective and behavioural components. Teachers are known as the driving force of education system who have to play many roles in the teaching learning process and one of them is to motivate students. Students acquire behaviour by watching or model performance of a particular task or activity. Teachers are not only responsible for students' academic achievement but personal and social achievement too. Behaviour and approach of teachers influence students, teachers' attitude either positive or negative directly shape students. Teacher's attitude may decide whether the child likes coming school or not. Teacher's attitude can help or hurt students' motivation, achievement and well-being. Teachers who use humiliation and who are harsh can leave a child with fear, especially students with special needs who are required to be handled with love and care. Each interaction with students may leave a lasting impact, a simple positive gesture may do wonders. So, for a teacher to have positive attitude is a key to success of inclusion. How a teacher respond in a class of children with different needs definitely will affect the students in some way either positive or negative, depends on teachers' behaviour. So, it is very important for teachers to have positive approach towards students with different needs. Because of Inclusive Education model, teacher's responsibility has also extended, teachers in an inclusive classroom are supposed to teach students with IEP (Individualized Education Plan) so that all students feel involved and teachers' attitude are also considered to be contributing towards the success of Inclusive education. IEP's are supposed to be prepared on the basis of considering individual differences, all children including CSWN should be involved in all activities.

No classroom is an island, specially an inclusive classroom where teachers' aides, service providers and special education teachers gives valuable opportunities to engage students in collaborative learning. General education teachers should collaborate with the special educational teachers for planning their lessons which will help them innovate new techniques and also make the class interesting for all to participate and learn together.

Teachers attitude effects teaching practices, classroom environment and also students' academic and social development. If teachers keep positive attitude towards Inclusive model and understand their responsibility towards students with special needs then all students at the age appropriate grade-level will have same exposure according to their own abilities. Teacher can use different approaches to reach to different student, seek help of specialized personnel in preparing lesson plan and also with the help of school administration, school personnel

(including special education teachers, counsellor, etc.) and parents, only if they have positive attitude towards inclusion.

### **1.7. Factors Influencing Teachers Attitude**

Attitude can influence a teacher's performance positively or negatively. Positive attitude will help teacher to plan and prepare effective lesson plans, willingness to help students and improve class performance. On the other hand, negative attitude affects teacher's performance negatively and can also damage students' psychological well-being. Teachers attitude depends on various factors which affects their behaviour towards their profession and students (with and without needs). Every person is different and holds different experiences as well, experience plays a great role in the development of favourable or unfavourable attitude. Teacher's experience in teaching field can also lead to a particular type (positive/negative) of attitude, teachers may develop either positive or negative attitude based on their years of teaching experience. Teachers who are more experienced and have received training may show more efforts to achieve total inclusion in the schools. And even the teachers with less experience may also strive to attain equality in inclusive classroom based on the teacher education they received. It cannot be concluded that teachers with less experience show low positive attitude towards inclusion. Teachers attitude towards students with special needs, may be discrete on the basis of the educational qualification they hold, the success of education system also relies on a teacher's educational qualifications which form the basis of the education system. Investigator wants to know whether one's educational qualification will have any effect on their attitude towards CSWN. Along with educational qualification, if teachers have any special educational training on inclusion (Disability oriented study, if any) then that may also have great influence on their attitude. Teachers attitude may also differ because of marital status of teachers, if a teachers' is married then they will also have to manage their home and if the teacher is not married then their responsibility towards their home may be little as compared to married teachers or those teachers who will have children at home may feel more positively towards the needs of CWSN. So, Teachers marital status may have some affect in their attitude towards inclusion model. So, investigator wants to find whether teacher have positive attitude or not with respect to above mentioned factors.

### **1.8. Teacher with Positive Attitude in Inclusive Classroom**

A teacher is a mentor, role model who nurture students, build a warm environment and have a long-lasting impact on lives of the students. The teachers with positive attitude towards

inclusion are more likely to modify their instructions and curriculum to meet individual needs of students and have a more positive approach to inclusion. Attitude is contagious, it affects the students around the teacher. That is why a teacher is required to have positive towards children with special needs. If a teacher shows positive attitude in the classroom it will give positive results with context to CWSN, students will like to develop their potential and try to work on individual differences. Teacher with positive attitude encourage students with special needs to participate in all activities organised in school to develop their potential. Positive attitude helps students to bring out their own abilities.

### **1.9. Teachers with Negative Attitude towards Inclusive Education**

Negative attitude towards disability is one of the potential barrier for person with special needs. If teacher imposes negative attitude towards CSWN it may harm them psychologically. Students don't find teachers positive and approachable who have negative attitude and may avoid going to school and develop hatred towards school activities. Teachers negative attitude can damage students' motivational level, discourage students with special needs and they may develop low self-esteem and confidence. Negative attitude of teacher will only demolish the dream of education for all. Negative attitude towards CWSN not only affect them but also affect the students without disability. Negative attitude towards CWSN may increase gap between children with and without needs in regular classroom and may lead to failure of inclusion.

### **1.10. Statement of the Problem**

Title of the dissertation is “**A Study of the Attitude of Elementary School Teachers Towards Inclusive Education of Vadodara City**”

### **1.11. Objective of the Study**

- i.** To find the level of attitude of teachers teaching at elementary level of English medium schools towards Inclusive education.
- ii.** To study the attitude of elementary school teachers towards inclusive education with respect to their marital status.
- iii.** To study the attitude of elementary school teachers towards inclusive education with respect to their experience of teaching.
- iv.** To study the attitude of elementary school teachers towards inclusive education with respect to their educational qualifications.

- v. To study the attitude of elementary school teachers towards inclusive education with respect to training in their special/ inclusion educational Programme.

### 1.12. Hypotheses of the Study

'Hypothesis' is the tentative solution of the research problem. It is tentative assumption made in order to draw out and test its logical or empirical consequences.

- i.  **$H_o$  1:** There is no significant difference between the attitude of married and unmarried elementary school teachers towards Inclusive education
- ii.  **$H_o$  2:** There no significant difference between the attitude of Teachers with  $0 \geq 5$  and  $5 \leq$  more years of teaching experience towards Inclusive education
- iii.  **$H_o$  3:** There is no significant difference between the attitude of teachers who are Undergraduates with B.Ed. and Postgraduate with B.Ed. towards inclusive education.
- iv.  **$H_o$  4:** There is no significant difference between the attitude of teachers who had any special training regarding Inclusion and those teachers who do not have any training regarding Inclusion.

### 1.13. Methodology

In present study survey method was used for the data collection by researcher and the data collected was analyzed quantitatively.

### 1.14. Variables of the Study

A concept which can take on different quantitative values is called a variable (Kothari, 2004). Variables in the present study are:

1. **Dependent Variable-** Dependent variables are those which are dependent on other variables that are measured. In this study Attitude of English medium teachers towards inclusive education of CWSN is the dependent variable.
2. **Independent Variable-** The variable that is unaffected by the other variables tested by researcher is independent variable. In the present study researcher focused on the following independent variables:
  - i. Marital status
  - ii. Years of teaching experience
  - iii. Educational qualifications
  - iv. Special training on inclusive education

### 1.15. Operational terms

- i. **Attitude-** Attitude is a psychological construct a mental and emotional entity that characterizes a person. It is an individual's way of seeing and reacting to a social phenomenon, and asserts that it varies from person to person.
- ii. **Elementary teachers-** Teachers who teach from grade level I to VIII
- iii. **Inclusive Education-** Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students.

### 1.16. Explanation of the Terms

- i. **Attitude-** Attitude in the present study refers to individuals prevailing tendency to respond to an inclusive education favorably or unfavorably.
- ii. **Inclusive education-** Inclusive education in the proposed study refers to the education of students with special needs in the English medium schools.

### 1.17. Delimitations of the Study

- i. Present study is delimited to Vadodara city.
- ii. Present study is delimited to English medium schools of Vadodara city.
- iii. Present study is delimited to elementary levels of English medium schools in Vadodara city.
- iv. Present study is delimited to study variables namely marital status of teachers, years of teaching experience, educational qualification, Special training on inclusive education and RCI registered teachers.

### 1.18. Rationale of the Study

Right to education is one of the most important right in international human rights law. Inclusive education is the process where schools' stresses equity and include everyone and increase learning and participation. In India Right to Free and Compulsory Education (RTE, 2009) makes education a fundamental right of every child between 6 to 14 year of age at elementary level and specifies minimum norms in elementary schools. SSA ensures that children with special needs, irrespective of the kinds, category and degree of disability is provided meaningful and quality education. All the children with special needs must be enrolled in primary schools. After the assessment of their disabilities by a team of doctors, a psychologist, and a special educator, in, the child will be placed in appropriate settings.

Kochhar and West (1996) laid stress that in inclusive classroom teachers are required to teach content differently. It must be integrative, flexible and interdisciplinary. Inclusive education requires teachers to accept the responsibility to create an environment where all children can learn and feel they belong there. Inclusive education is the greatest challenge of education system and teachers are the keystones of students' development. Learning is an endless quest of life and it becomes fruitful when it is built on premises of attitude. Teachers' attitude towards students and inclusive education needs to be supportive. For inclusive model to be successful, the positive support from school personnel is very important. The culture of positive thinking for students should be the ultimate role for the education system. Attitude towards inclusion may vary from teacher to teacher and school to school depending on the school environment, teachers' personal factors or training provided to the teachers with relation to inclusive education. Teachers attitude can be considered as the chief component of inclusive model, if they don't have the positive attitude then inclusion will never be successful. Teachers consider inclusion an extra workload with negative workload. Success of inclusion depend upon the competencies of school personnel using strategies such as IEPs, collaboration, cooperation, etc. GOI trained teachers for inclusive education for improving the equality. SEVA-in-action also is a program that has been developing human resources in the field of disability from the beginning of its establishment. SIA organises programmes for regular teachers, Inclusive Education Resource Teachers (IERTS) & Special teachers from SSA and Non-Government organisations in the area of inclusive education. Will teachers have different attitude towards inclusion of children with special needs with respect to certain variables? Thus, the researcher is interested in finding whether the teacher holds a positive or negative attitude towards inclusive education with regards to students with special educational needs and do teachers experience, educational qualification, special training on inclusion and their marital status will have any effect on their attitude.

## **CHAPTER II**

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### **REVIEW OF LITERATURE**

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## **2.0. Introduction**

Review of literature is an important aspect of any research study. A systematic review of literature related to the intended research study clears the dark clouds and renders valuable clues to the investigator.

A brief summary of related literature provides helpful suggestions for significant investigation and also avoids duplication of work. In this chapter, investigator reviewed many studies, conducted in the area of inclusive education in different context, globally, regionally and locally with the purpose of finding the status of inclusive education in elementary schools and attitude that teachers hold towards inclusion of CSWN.

### **2.1. Review of Related Literature**

**Olson (2003)** conducted a study on special education and general education teacher attitudes toward inclusion. Some of the major objective of the study were to find special education teacher attitudes toward inclusion in a rural school district, general education teacher attitudes toward inclusion in a rural school district, differences, if any, between LD, EB/D, and CD teacher and general education teacher attitudes toward inclusion, Factors behind positive and negative attitudes of teachers. For data collection survey method was used which had 19 Likert scale items and one question for teachers to enter any additional information regarding their attitudes toward inclusion. Major finding of the study indicates that inclusion does improve the social skills of students with disabilities but students with learning disabilities were not able to participate productively in general education classroom learning activities. Special education and general education teachers do not have any significant difference in their attitudes and they also need to collaborate in order for inclusion to be successful and in order to meet the needs of students with special needs.

**Oakford et.al. (2003)** conducted a study on student teachers' attitudes towards the inclusion of children with special needs. Objectives of the study were to find attitude towards inclusion of children with intellectual disability and children with emotional and behavioural problems, and effects of variables in present study. To achieve these objectives the researcher used self-reporting questionnaire which was developed by himself with 24 items in four domains. Major finding of the study was that there was no effect of gender, age, etc. on student teachers' attitude, but student teachers' attitude was more negative towards inclusion of children with emotional and behavioural problems than attitude towards children with intellectual problem.

**Niemeyer et.al. (2004)** studied teachers' attitudes toward inclusion: factors influencing classroom practice. This study is qualitative and its objectives were to find the factors that affect teachers attitude towards inclusion and how does these factors affect their attitude in teaching children with special needs. To achieve the objective, open-ended initial interviews, observations with follow-up interviews, and observe field notes were used. Major finding that were obtained through open-ended questions was that teachers were having positive attitude towards inclusion, and teachers believe that availability and use of resources in the classroom can help in achieving full inclusion.

**Balasundaram (2011)** conducted a study on attitude, role performance and problems faced by teachers teaching children with special needs in inclusive schools. Objectives of the study were to find out the attitude of teachers towards inclusive schools, attitude of teachers toward education of CSWN in inclusive schools. A multistage sampling technique was followed and researcher developed a scale to measure attitude of teacher in inclusive schools and to measure a role performance of inclusive teachers the standardised tool developed by Reddy (2005) was used. Major findings were that gender of teachers significantly affected the attitude towards inclusive education, male teachers were more favourable attitude than female teachers and teachers with less than or equal to 5 years of experience do not differ significantly in their role experience.

**Cassady (2011)** conducted a study on teachers' attitudes toward the inclusion of students with autism and emotional behavioral disorder. Objectives of the study is to identify teachers' attitudes regarding the inclusion of students with autism and emotional and behavioral disorder and understand teachers' attitudes in order to determine the acceptance of these students in general classrooms. For collection of data snowball sampling method was used. Researcher used survey method, that was created by the researcher. The survey consisted of 15 statements that assessed the teachers' opinions about the benefits of including a student with special needs and beliefs about how their attitudes affect the inclusion process. Major finding of the study was that teachers were confident in implementation of the Individual Education Plans (IEP), adapting lessons according to the students' needs, and collaborating with colleagues to create appropriate programs and accommodations for children with autism and, teachers' also felt that it would be more advantageous to have the children with autism be included in their regular education classroom than the child with emotional/behavioural disorder (EBD).

**Dutta (2014)** conducted a study on personality, adjustment and attitude towards inclusive education of adolescent students with and without special needs. Objectives of the study were to study the attitude towards inclusive education of the students with hearing impairment studying in special schools and inclusive schools, to explore the advantages and disadvantages of special schools according to the visually impaired and hearing-impaired students. The data was obtained by the means of qualitative and quantitative approach. Tools used for attaining the objective were information schedule constructed by the researcher personality test by B.C. Muthayya (1973) adjustment test by Lalita Sharma (1988) etc. Major findings were that female students with hearing impairment have more positive attitude than male students with hearing impairment towards inclusive education regarding equality of opportunity, and the students with hearing impairment were more pessimistic. And the students in special schools were more introvert and neurotic.

**Nagpal (2015)** studied knowledge concerns and attitudes of teachers concerning inclusion in relation to their demographic and professional attributes. Objectives of the study were to assess the knowledge of teachers about inclusion, to identify the degree of concern teachers towards inclusion and to study the attitude towards inclusion. To select a multistage sampling procedure was used, demographic and professional scale, knowledge of inclusive education scale by Bawa (2004) was used. Major finding was that majority of teachers do not have knowledge of developing and monitoring of individualised educational plan (IEP) for students with disability.

**Kaul (2011)** conducted a study of status of inclusion of children with special needs at the elementary school level. Some objectives were to study the level and extent of awareness of principal and teachers towards inclusive education, to review the extent of inclusive education in elementary inclusive schools in Delhi and NCR as perceived by teachers and children with sensory and loco motor impairment, to identify the barrier in the implementation of inclusive education in elementary schools as perceived by the principal, teachers and children with sensory and locomotor impairment. Simple sampling was done for the selection of principal and 6 teachers teaching in classroom from 1 to 8 from each school which were out of the 30 schools from Delhi and NCR. Some of the major findings were majority of the principals 70% and 72.22% agreed that they did not got support for in-service training while 16.66% of principals and 15% agreed that they got partial support for in-service training while 13.33% of principals and 12.78% of teachers got parties support from management for their in-service training, 56.67% of principal and 61.11% of teachers were completely aware about the concept

of inclusive Education where 20% of principals and 17.22% of teachers were partially aware, while some of principals and teachers were not aware about the concept of inclusive Education.

**Lika (2016)** studied teacher's attitude towards the inclusion of students with disability in regular school with the object of evaluating teacher's role in inclusion of children with special needs and while taking teachers role into consideration, researcher wanted to find out the factors that influence the positive or negative attitude towards inclusion of children with disability in general classroom. For achieving the objectives of study, two-part survey was used. Tool to measure teachers' attitude was School Principals Attitude Toward Inclusion (SPATI) by bailey (2004). Major finding of the study is that there was hardly any connection between gender and attitude of teachers towards students with disability and there is a positive correlation between training received in the area of inclusive education and teachers' attitudes towards inclusion of students with disabilities.

**Valvi (2016)** conducted a study on attitude self-efficacy skills of pre-service teachers towards inclusive education. Objectives of the study were to analyse teacher education curriculum concerned with inclusive education, to assess pre-service teacher's attitude, self-efficiency, and skills towards inclusive education, to develop inclusive education and formulate syllabus for pre-service teachers. To achieve objective of the study, to researcher selected B.Ed. colleges and pre-service teachers as a sample by using incidental sampling. Sentiments, attitudes and concerns about inclusive education (SACIE) scale was used. Major findings of the study were that attitude of pre-service teacher's towards inclusive education on basis of gender was almost same, skills of pre-service teacher's towards inclusive education of pre-service teachers was almost same, qualification wise skills of pre-service teachers towards inclusive education was almost same.

**Suc (2016)** conducted a study on primary school teachers' attitudes towards inclusive education in Slovenia: a qualitative exploration. Main objective of the study is to know the attitudes of primary school teachers towards integration of children with special needs in the classroom and encourage them to share and reflect on their personal experiences with inclusive education. Qualitative research approach was used to capture teachers' attitudes, perceptions and experience and for data collection focus interview and individual interview was used. Major finding of the study is that teachers' work experience contributes to the teacher's confidence, teachers also seek support and advice from their colleagues and other professionals for their work regarding inclusive classroom.

**Bala (2017)** conducted a study of attitudinal barrier to inclusive education at primary school level in Haryana. Objectives were to find out the position of implementation of inclusive education in primary schools in Haryana state, to identify the nature of barriers (administrational, physical, attitudinal) in implementing inclusive educational programme in Haryana state, to study the perception of various stakeholders regarding barriers to the implementation inclusive education in Haryana state. The study comprised as school heads (administration) 56 teachers, 56 parents of CWSNs, and 28 CWSNs selected randomly from 28 inclusive schools. Tools used for fulfilling the purpose were observation schedule, checklist and perception scale, which were tabulated and entered into mark sheet. Major findings of study were that Overall position of implementation of inclusive education in the state of Haryana was not encouraging since 27(45%) standards out of total 60(100%) were met by the sample schools, the provisions and standards set in SSA for conducting formal and medical assessment were met by all the 28(100%) sample schools.

**Heather (2017)** studied administration and teachers' attitude towards inclusion. Some of the objectives of the study were to study the attitude towards inclusion, on inclusion survey between administrators and teachers, to check whether resources provided for inclusion in a survey among participants level of education. The tool used to collect and analyse data was through paper pencil or an electronic copy. Independent sample t-tests and ANOVA's were used to analyse the survey. As independent samples t-test was conducted to evaluate whether the mean scores for dimension 1, attitude towards inclusion, differed between participants with differing years of experience. Major findings were that administrators held more positive attitudes toward inclusion than teachers.

**Mamgain (2017)** conducted a study on in-service school teacher's attitudes and self-efficiency towards inclusion of children with disability. Some of the objectives of the study were to find out the level of the attitude of the elementary school teachers towards inclusion of children with disability, to compare the attitude of male and female teachers towards inclusion of children with disability, to compare the attitude of rural and rural elementary schools' teachers towards inclusion of children with disability. To achieve the objective a number of studies were carried out to measure the level of teachers attitude towards inclusion by using different scales – Teachers Attitude Scale towards inclusion (TASTIE) by Sood and Anand (2011), Teachers' efficacy for Inclusive practices (TEIP) by Sharma, Loreman and Forlin (2011). Major findings were that no significant difference was found in the mean of attitudes of elementary school teachers towards inclusion with their different lengths of teaching experience, it was also

observed that teachers of all government elementary schools in district Gwalior showed good level of sense of efficacy to implement inclusive practise in their classroom.

**Monje (2017)** conducted a study that was focused on general education teacher's attitude about inclusion. Objective of the study was to understand how general education teacher perceive their role in inclusion process through their own experience with inclusion. The study used qualitative method of Q. Methodology with a follow up semi-structured interview as the data collection method. A pilot study was conducted to test and validate the interview protocol. Major finding of the study was general education teacher believes that all students deserve an education. It's their job to teach all students with disability in their classrooms. They also believe that there is a need for more professional development on how to work with special education teachers.

**Greene (2017)** conducted a study on teachers' Attitudes toward Inclusive Classrooms. The objective of this project study was to finding the aspects of inclusionary teaching practices that give rise to negative attitudes and to inquire into the extent in which teacher education, training background and teaching experience are associated with attitudes. For measuring the aspects of inclusive education, the validated survey instrument, Scale of Teachers' Attitudes toward Inclusive Classrooms (STATIC) was used, this instrument was developed by Cochran (2000). Major finding of the study was that there are no significant differences in the inclusive education scores among teachers with different levels of educational background and years of experience, and teacher's education and teaching experience on the inclusive education scores do not differ with respect to their gender. And also, teachers required educational resources to effectively implement inclusive education practices.

**Ewing et.al. (2017)** studied teachers' attitudes towards inclusive education: a critical review of published questionnaires. The major objective of this study is to identify suitable measure for educational psychologist to use in understanding teachers' attitude and to support them in teaching children with special needs. The questionnaire s that measure teachers' attitude were identified through literature search. Questionnaire were judged on the basis of certain criteria i.e. reliability, validity, interpretability and feasibility, acceptability and appropriateness. Major finding of the study is that the multidimensional attitudes towards inclusive educational scale MATIES (Mahat, 2008) and sentiments attitude and concerns about inclusive educational revised scale SACIE-R (Forlin et al., 2011) appeared to be more psychometrically sound

questionnaires to address each component of attitude- affective, cognitive and behavioural for measuring teachers attitude towards inclusion.

**Kathirvelu (2018)** conducted study on teacher's perception towards inclusive education Sarva Siksha Abhiyan in Cuddlore district. Some of objectives of the study were to find out socio-demographic characteristics of the respondents, to study the level of understanding of the respondents towards teaching strategy for children with special needs, to assess the role of the teachers in the inclusive education. For collecting data, the researcher used structured interview schedule and standardised scale i.e., attitude towards inclusive education scale [ATIES]. Major findings were that teachers appointed in inclusive education depicts that more than half of the respondents (58.3%) know about IED model. one third of the respondents heard but did not know about IED model and lesser number of (6.8%) did not know about IED model, more than half of the respondents (51.7%) answered that they have low attitude towards their jobs, nearly half of the respondents (48.3%) answered that they have high attitude towards their jobs.

**Salovitta (2018)** study on attitudes of teachers towards inclusive education in Finland have objective to estimate the intellectual readiness of teachers toward inclusive education. Tool used by researcher was the "Teachers' Attitudes towards Inclusion Scale" (TAIS). Major finding of the study found by researcher was that teachers' attitudes towards inclusion have not been found to be strongly associated with any of the demographic variables, and a small majority of teachers agreed that the education of children with SEN can be effectively supported in mainstream classrooms, and Female teachers felt slightly more positively towards inclusion than male teachers.

**Kaur (2018)** conducted a study on perspective of teachers towards inclusive education in relation to organizational climate professional commitment and curricular adaptation in government schools of Chandigarh UT. Some of the objectives of the study were to study the Perspective towards Inclusive Education of total sample of teachers, male general teachers, female general teachers and special educators, to know the opinion about organizational climate of school personnel, to enquire the professional commitment of school personnel, to know the opinion about curricular adaptation of school personnel, etc. and achieve these objectives, the researcher used descriptive research method and simple random sampling technique was used. Researcher used four tools for the study and one of them is six-point Likert Scale on perspective of teachers towards inclusive education was developed by himself. Major finding of the study is that male general teachers and special educators possessed neutral

perspective towards inclusive education whereas female general teachers possessed slightly negative perspective towards inclusive education.

## **2.2. Implications of Related Literature for the Study**

Review of related literature is very essential for a researcher to have a comprehensive and relevant body of support. Researcher reviewed nineteen related literature and found that inclusive education is a new concept in education but some of the people are still not even aware of the IED model, some have heard but do not know about it (Kathirvelu, 2018). A study was done (Kaul, 2015) to find out the attitude of school principals and teachers towards inclusion on some of the schools of Delhi and NCR and the researcher also found some information on In-Service training programme that it has been received or not. Principals and teachers of some schools of Delhi and NCR were completely aware of inclusive education concept and some were partially aware of it and also some agreed that they received the support for the in-service training of the teachers and some did not receive the in-service training support. General education teachers' attitude towards inclusion can decide its successful implementation and a study (Olson, 2003) indicates that general education teacher and special education teachers do not have any significant difference in their attitude and believe that inclusion is important to give adequate knowledge required by students. General education teachers believe that every student deserve education and it is a teacher's responsibility to teach students with or without special needs. Teachers also belief that teachers need more professional development on how to work with special education teacher (Monje, 2017). Teachers are having positive attitude towards inclusion, and they believe that availability and use of resources in the classroom can help in achieving full inclusion (Niemeyer et.al. (2004). To make inclusive education model work, teacher and other school personnel must be competent and have certain knowledge, i.e., to know how to develop Individualised Educational Plan. Majority of the teachers do not have the knowledge of developing/designing and implementation of individualised educational plan (IEP) for students with disability (Nagpal, 2015), on the other hand teachers were confident in implementation of IEP, adapting lessons according to the students' needs, and collaborating with their colleagues to create appropriate programs for students (Cassady, 2011). Teachers' attitude may differ depending on the factors like their age, work experience as a teacher, types of disability of students, their gender and other factors. It was found that there was no effect or hardly any connection between gender and teachers' attitude (Oakford et.al. 2003, Lika 2016, Greene 2017 and Salovitta 2018) but these factors differ in some cases and may give almost same result in some cases (Valvi,

2016 and Balasundaram, 2014), in a study (Kaur, 2018) male general teachers and special educators possessed neutral perspective towards inclusive education whereas female general teachers possessed slightly negative perspective towards inclusive education and in another study female teachers felt slightly more positively towards inclusion than male teachers (Salovitta, 2018). Just like gender other variables also may or may not have any effect on teachers' attitude. Special training received on inclusion had positive impact on teachers and their attitude, and teachers' work experience contributes to the teacher's confidence and encourage them to seek help from colleagues to prepare lessons for their classes (Lika, 2016 and suc, 2016). A study (Ewing et.al., 2017) indicate that use of the multidimensional attitudes towards inclusive educational scale MATIES (Mahat, 2008) and sentiments, attitude and concerns about inclusive educational revised scale SACIE-R (Forlin et al., 2011) appeared to be more psychometrically sound to address each component of attitude- affective cognitive and behavioural for measuring teachers attitude of teachers towards inclusion. Researcher in the presented study used MATIES scale by Mahat for the completion of the objectives formed. Researcher used MATIES scale in the study as it contains all three domains of the attitude.

Many researches have conducted study on inclusive education with relation to teachers' attitude towards inclusion. These studies helped the researcher in forming a better understanding about the need for studying the attitude of in-service teachers towards inclusion. Review of related literature gave a thorough understanding of inclusive education and role of teachers' attitude towards inclusive education. The researcher through the reviews is certainly clear that inclusive education is a very complex model and there is a long way to achieve its goal, the teachers are the cornerstones of this model and their attitude towards inclusion may decide it's forthcoming. Government of India took initiative to train the teachers in order to prepare them for inclusion. Hence the researcher wants to know the teachers attitude towards inclusive education with respect to teachers experience of teaching, their marital status, special training on inclusion and educational qualification.

## **CHAPTER III**

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### **RESEARCH METHODOLOGY**

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### **3.0. Introduction**

Research is a systematic procedure to study the nature of a problem and finding its solution. “It involves more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of results or conclusion” (Best and Kahn, 1992).

This chapter deals with the methodological and schematic aspect of the present research that needs to be followed by the researcher. This chapter consists of the objectives, methodology, population, sample, tools used and delimitations of the study.

Present study follows descriptive method of research. To study how far and to what extent the independent variables of elementary school teachers (Sex, Marital status, years of teaching experience, educational qualification, special training on inclusion and RCI registration) influence their dependent variable (Attitude).

### **3.1. Research Method used in the Study**

Methodology helps in exploring the research problem from various possible angles so as to lead to the discovery of truth. The success of any research work depends mainly upon the selection of appropriate methods and tools for the study. The researcher used descriptive survey methods for data collection in the present study.

### **3.2. Population of the Study**

Population refers to total mass of people or object that researcher wants to understand and arrive at a generalization. The population for the present study comprises of all the prospective elementary school teacher, teaching in English medium schools of Vadodara city mentioned in the in the list received from District Education Office were selected.

### **3.3. Sample of the Study**

A sample is a small portion of the population selected for the study. Sample of proposed study was selected through Simple random sampling technique for the present research study by the researcher. 23 schools were selected to find attitude of teachers teaching in elementary level (1-8) towards CSWN.

**Table 3.1**

**Sample of the Study**

Total no of English medium schools	44 schools
Sample of the study	23 schools

**3.4. Tool for Data Collection**

A research tool is a testing device that is used for measuring a given phenomenon. Tools used in the present study are:

- i. Personal Data Information- personal data information consists of few demographic variables (marital status, educational qualification, special training on inclusive education and teaching experience).
- ii. **MATIES (multidimensional attitude towards inclusive attitude scale) by Mahat (2008)**- It consists of total 18 items and it is a 6-point Likert type scale (6=Strongly Agree, 5=Somewhat Agree, 4=Agree, 3=Disagree, 2=Somewhat Disagree, 1=Strongly Disagree) which avoids any kind of neutral or undecided category that attracts respondent's attention. The Reliability calculated is  $\alpha = 0.91$ .

**Table 3.2**

**MATIES Score**

Sr.no	Response options	Score value for positive items (normal order)	Score value for negative items (reverse order)
1.	Strongly agree	6	1
2.	Somewhat agree	5	2
3.	Agree	4	3
4.	Disagree	3	4
5.	Somewhat disagree	2	5
6.	Strongly disagree	1	6

A study conducted by Ewing, et.al. (2017) on critical review of published questionnaires stated that MATIES and SACIE-R appeared to be more psychometrically sound questionnaires to address each component of attitude- affective, cognitive and behavioural to find out teachers attitude towards inclusive education. The researcher chose MATIES by Mahat for the present study as it seemed most suitable for the purpose.

### **3.5. Statistical Techniques used**

In present study, the researcher used various descriptive statistical techniques for organizing the data in a systematic way. Researcher used 't' test on the sample but primarily used Mean, Standard Deviation, Percentage (%) and (SED) Standard errors of mean difference and 't' test for using and testing the research hypotheses at 0.05 significant level and draw the conclusion.

### **3.6. Distribution of the Sample**

The following are tables and figures portrays the distribution of sample according to the demographic variables:

- i. Marital Status
- ii. Years of Teaching Experience
- iii. Educational qualification
- iv. Special training on Inclusive education

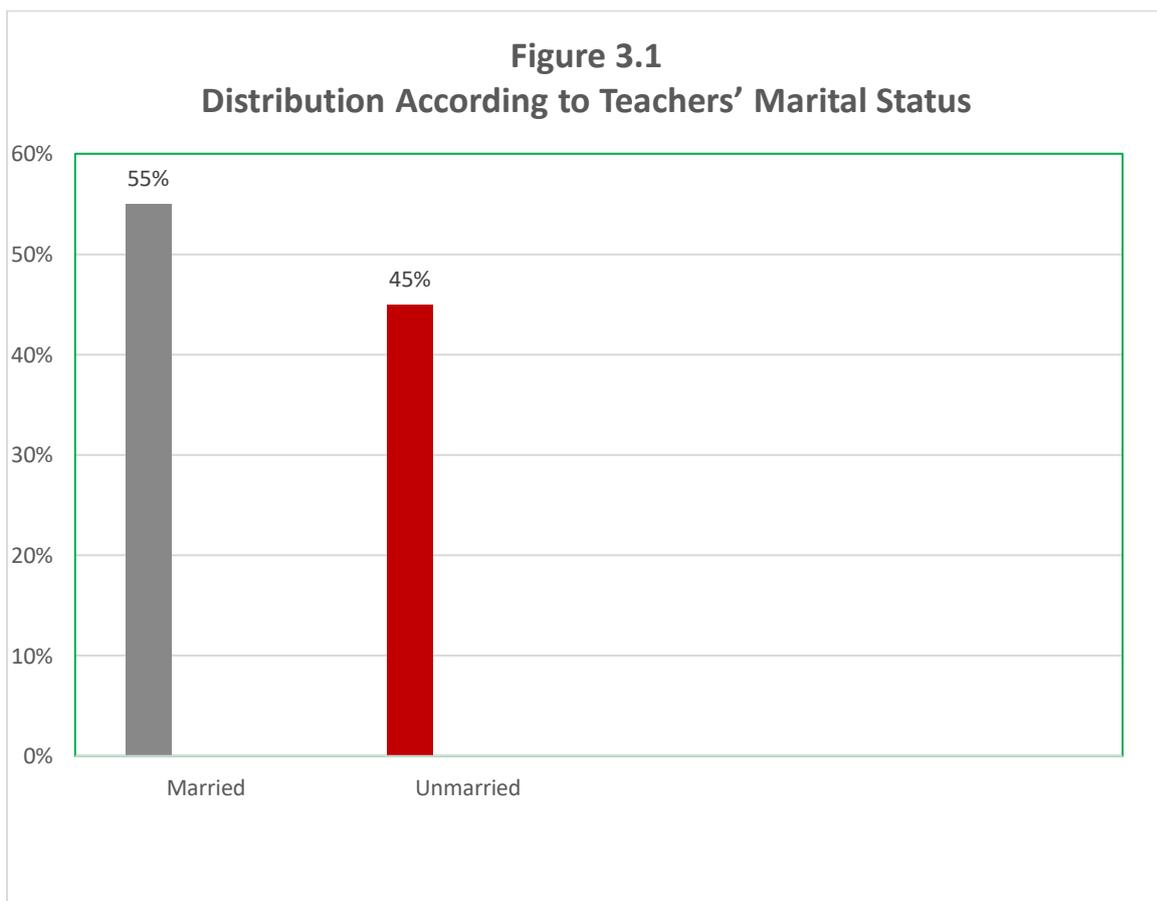
## 1. MARITAL STATUS

**Table 3.3**

**Distribution according to teachers' Marital Status**

Marital Status	No. of Sample	Percentage
Married	55	55%
Unmarried	45	45%
Total	100	100%

The above table shows that 55% of teachers are married and 45% of teachers are unmarried. This has been shown in following figure 3.1.



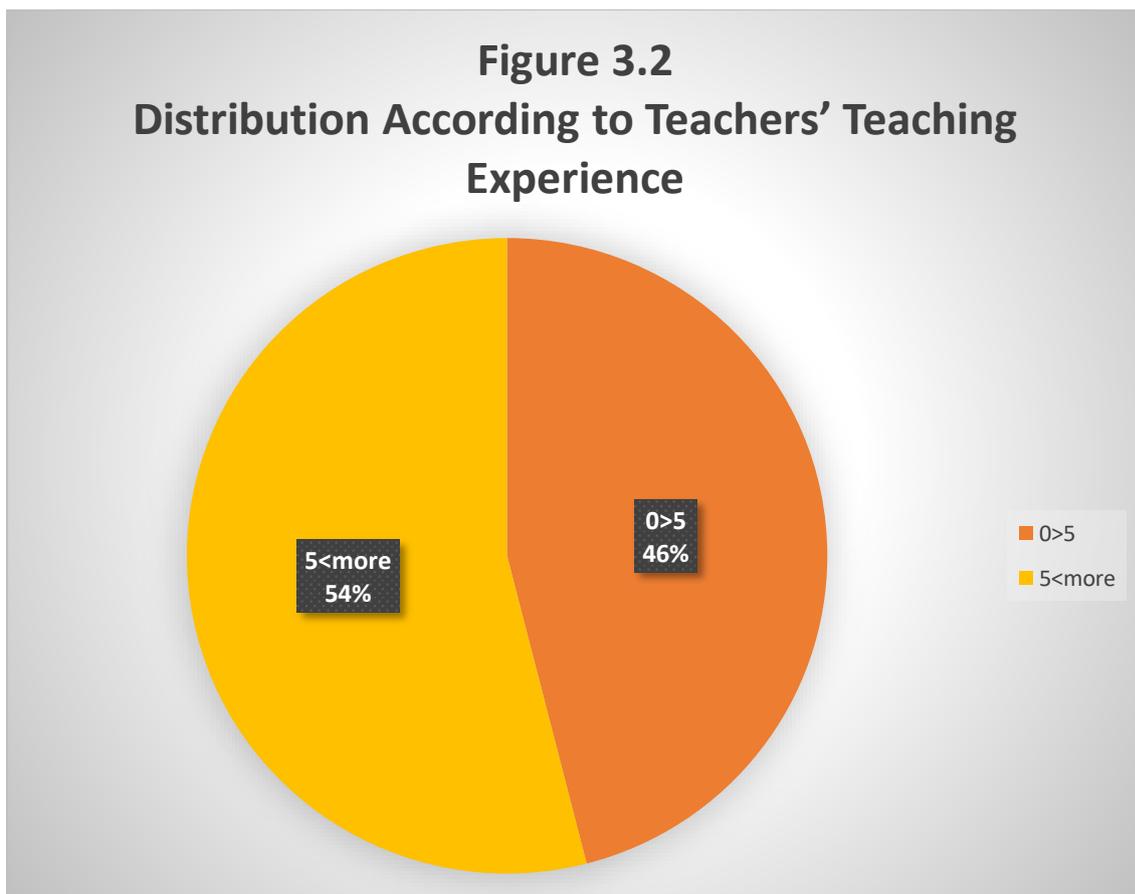
## 2. YEARS OF TEACHING EXPERIENCE

Table 3.4

### Distribution according to teachers' Teaching Experience

Years of teaching Experience	No. of Sample	Percentage
0 > 5	46	46%
5 < more	54	54%
Total	100	100%

The above table shows that 46% of teachers have 0 >5 years of teaching experience and 54% of teachers have 5 < more years of teaching experience. This has been shown in following figure 3.2.



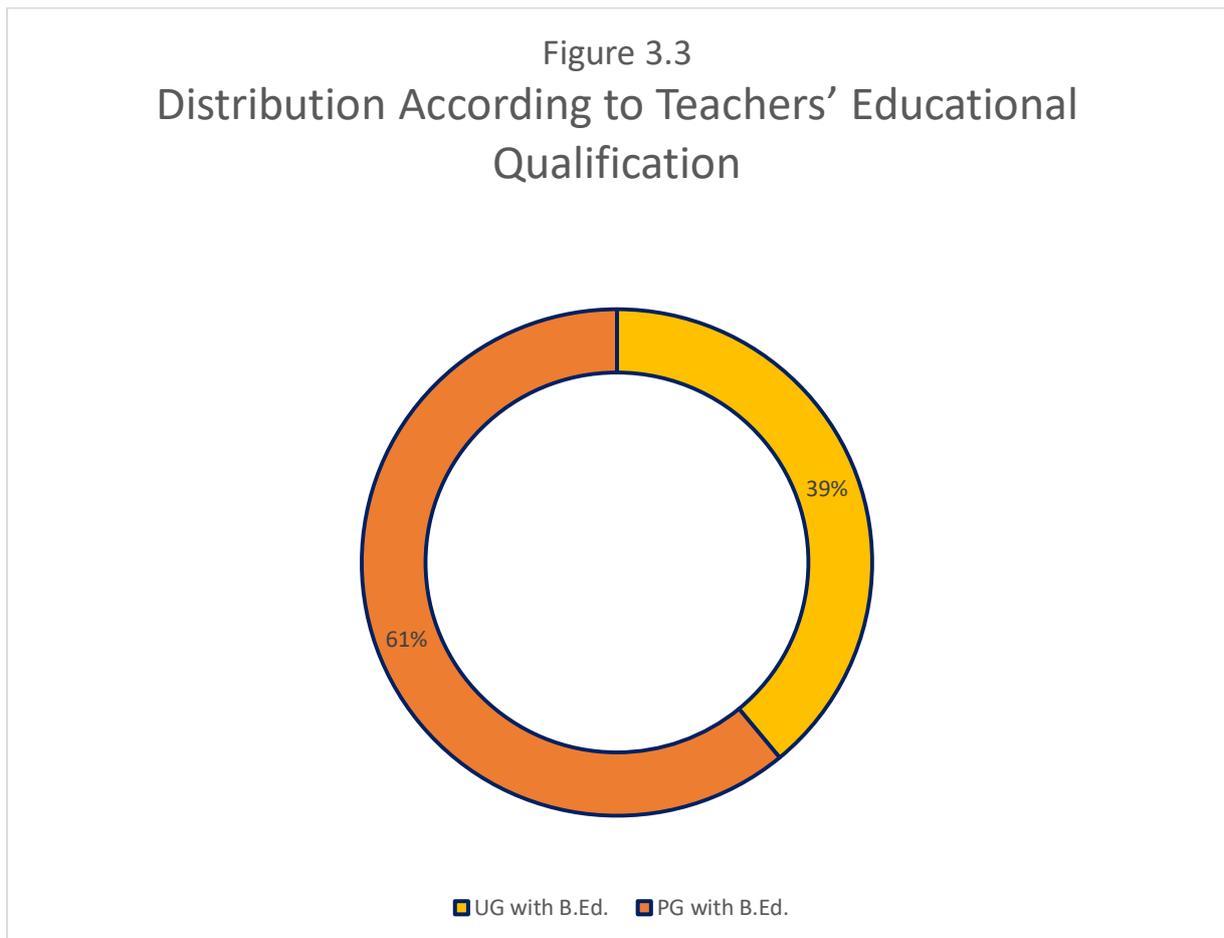
### 3. EDUCATIONAL QUALIFICATION

Table 3.5

Distribution according to teachers' Educational qualification

Educational qualification	No. of Sample	Percentage
Undergraduate with B.Ed.	39	39%
Postgraduate with B.Ed.	61	61%
Total	100	100%

The above table shows that 39% of teachers have done UG with B.Ed. and 61% of teachers have completed PG with B.Ed. as their educational qualification. This has been shown in following figure 3.3.



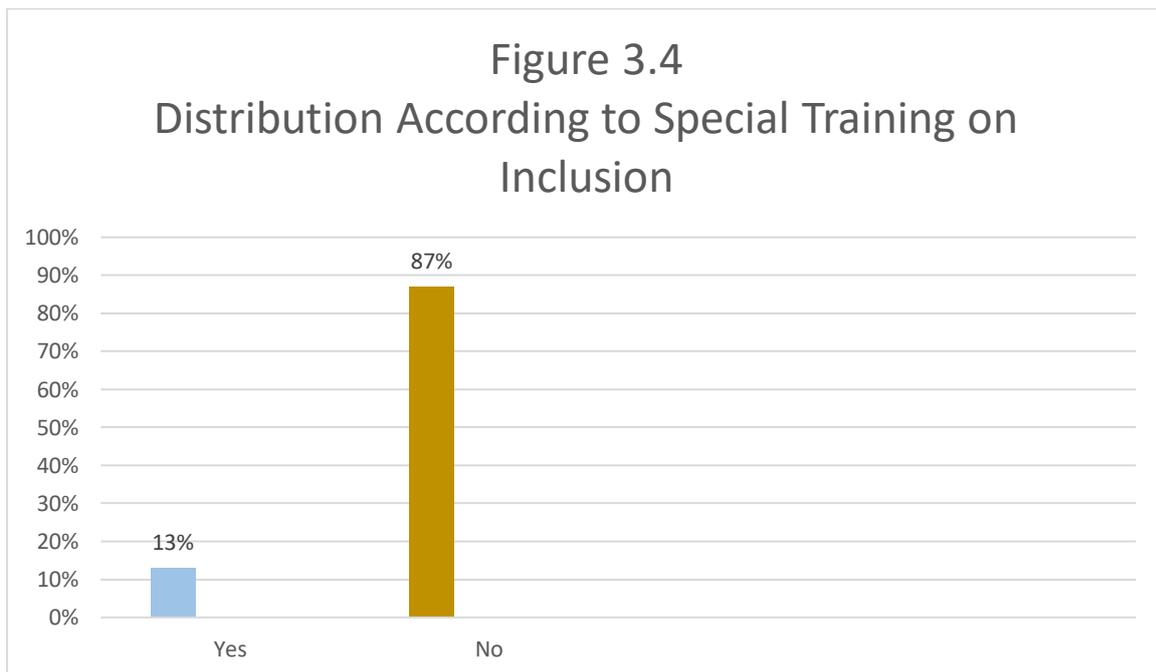
#### 4. SPECIAL TRAINING ON INCLUSIVE EDUCATION

Table 3.6

Distribution according to Special Training on Inclusion

Special Training on Inclusion	No. of Sample	Percentage
Yes	13	13%
No	87	87%
Total	100	100%

The above table shows that only 13% of teachers have any special training on Inclusion and rest 87% of teachers do not have any training on Inclusive education. This has been shown in following figure 3.4



## **CHAPTER IV**

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### **ANALYSIS OF DATA AND INTERPRETATION**

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#### 4.0. Introduction

Data analysis is the body of mathematical techniques or processes for gathering, describing, organising and interpreting numerical data. This chapter includes systematic arrangement, tabulation and graphical representation of raw score collected for the research work and its analysis and interpretation.

#### 4.1. Normality Test for Teachers' Attitude Score

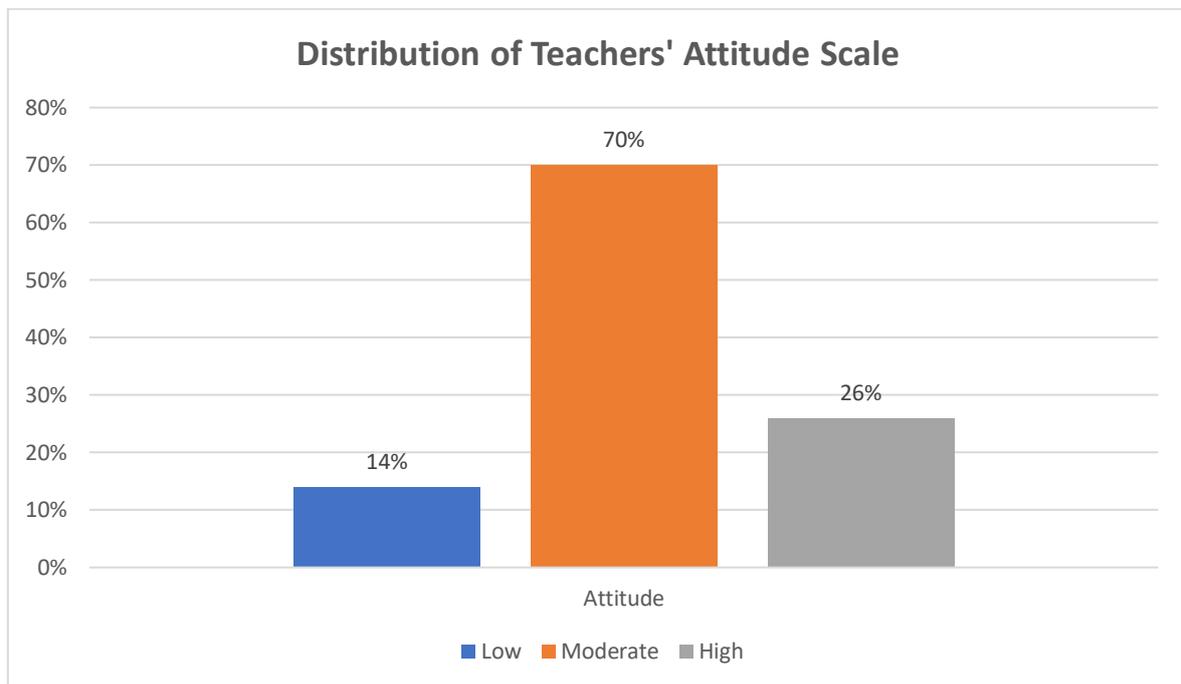
Normal probability curve is a bell-shaped curve. It is a perfect symmetrical frequency curve and is to be based on the data of a population.

Sample size for the proposed research was 100, So the Kolmogorov-Smirnov was used to test normality which is more reliable than other normality test. The test statistic (D), provides a measurement of the divergence of the sample distribution from the normal distribution. The value of the K-S test statistic (D) is .11236. The p-value is .14832. So, data does not differ significantly from that which is normally distributed.

However, the Skewness value calculated is 0.639788 and Kurtosis is 0.128905. Both the values nearer to zero, the more likely it is that distribution is normal.

Hence, hypothesis for the normal distribution of attitudinal score which was  $H_o$  sampling distribution is normal accepted and it is concluded that obtained teachers' attitude scores on MATIES scale were distributed normally. The following figure 4.1 Shows the distribution of teachers' attitude score of MATIES scale.

Figure 4.1



**Teachers' Attitude Score on MATIES Scale**

From the frequency graph 4.1, it could be seen that 14% of the teachers fall under low level, 70% fall in moderate level and 26% of teachers in high level. It had been clear that the respondents in all categorical factors were not equal in size. So, it showed clearly that all categories were statistically significant for homogeneity.

## **4.2. Findings of the study**

The findings of the attitude test and the conclusions drawn have been presented in a systematic way here under which follows the specific hypotheses that have been framed for the study.

### **1. Descriptive Analysis:**

Descriptive statistics is the term given to the analysis of data that helps describe, show or summarize data in a meaningful way. It involves computing of measures of central tendency such as the mean and the measures of variability such as standard deviation.

- i. **Objective 1:** The level of attitude of Elementary teachers of English medium school.

### Findings

**Table 4.1**

**Mean and Standard Deviation of Attitude of Elementary School teachers**

Variable	N	Mean	SD
Attitude	100	71.55	8.53

The research hypothesis analysed in the light of mean score for the total group. One can score the maximum of 108 for the teachers' attitude. The higher the mean score is the indication of high level of student teacher attitude. The mean score of the total sample for the present study is found to be 71.55 which is higher than the mid value of 54. Hence, it is concluded that the English medium elementary school teachers have high level of Attitude towards Inclusive education. So, the research hypothesis is accepted.

### Analysis of the attitude Mean score of Demographic variables

It may be remembered that the present study attempts to find the Attitude of teacher teaching at elementary level of English medium schools in relation to certain demographic variables namely marital status, educational qualification, years of teaching experience and training on inclusive education.

**Table 4.2**

**Mean Scores of Attitude of Elementary Teachers with reference to demographic variables**

S. No.	Demographic Variable	Sub-Groups	N	Mean	SD
1.	Marital status	Married	56	71.125	8.0928
		Unmarried	44	72.0909	9.1723
2.	Teaching Experience	0 < 5	46	73.1087	8.0339
		5 < more	54	70.2222	8.8289

3.	Educational Qualification	UG with B.Ed.	39	72.1282	8.98
		PG with B.Ed.	61	71.1803	8.3237
4.	Training on Inclusive Education	Yes	13	68	6.7082
		No	87	72.0805	8.7034
		Total Sample	100	71.242	0.7828

It is found from the table 4.2 that mean score of attitude for different sub-groups found is 71.242. One can score the maximum of 108 for the teachers' attitude. Teachers of elementary level from English medium school scored more than the midpoint of 54. If the score is more than the midpoint or  $\pm$  SD, it could be concluded that the elementary level teachers of English medium school has high level of Attitude. Thus, teachers of English medium school teaching at elementary level have high level of Attitude towards Inclusive education with reference to demographic variable. So, the research hypothesis is accepted.

## 2. Inferential Analysis

Inferential statistics is often used to compare the difference between the groups. It involves the determination of the statistical significance of the differences between the groups with references to select variables. Inferential statistics provide a quantitative method to decide if the null hypothesis ( $H_0$ ) should be rejected.

Researcher used the 't' test to determine whether the difference between the mean performance of the two groups is significant or not.

- ii.  $H_0$  1: There is no significant difference between the attitude of married and unmarried elementary school teachers towards Inclusive education.

**Findings:**

**Table 4.3**  
**Difference Between the Attitude of Married and Unmarried Elementary School Teachers Towards Inclusive Education**

<b>Variable</b>	<b>Marital status</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Calculated 't' Value</b>	<b>Remark</b>
	Married	56	71.125	8.0928		
<b>Attitude</b>					0.5586	NS
	Unmarried	44	72.0909	9.1723		

(Table value of 't' is 1.987, NS- Not Significant)

It is inferred from the above table that the calculated t value (0.5586) is less than the table value (1.987) at 0.05 level of significance. Hence, the respective null hypotheses is accepted. Thus, the result shows that there is no significant difference between the attitude of teachers with Married and Unmarried Marital Status.

- iii.  $H_0$  2: There no significant difference between the attitude of Teachers with  $0 \geq 5$  and  $5 \leq$  more years of teaching experience towards Inclusive education.

**Findings:**

**Table 4.4**  
**Difference Between the Attitude of Teachers With less And More Years of Teaching Experience**

Variable	Years of teaching experience	N	Mean	SD	Calculated 't' Value	Remark
	$0 \geq 5$	46	73.1087	8.0339		
<b>Attitude</b>					1.6979	NS
	$5 \leq$ more	54	70.2222	8.8289		

(Table value of 't' is 1.987, NS- Not Significant)

It is inferred from the above table that the calculated t value (1.6979) is less than the table value (1.987) at 0.05 level of significance. Hence, the respective null hypotheses is accepted. Thus, the result shows that there is no significant difference between the attitude of teachers with  $0 \geq 5$  and  $5 \leq$  more years of teaching experience towards Inclusive education.

- iv.  $H_0$  3: There is no significant difference between the attitude of teachers who are Undergraduates with B.Ed. and Postgraduate with B.Ed. towards inclusive education.

**Findings:**

**Table 4.5**  
**Difference Between the Attitude of Teachers with Undergraduates with B.Ed. and Postgraduate with B.Ed. Educational Qualification**

Variable	Educational qualification	N	Mean	SD	Calculated 't' Value	Remark
	UG with B.Ed.	39	72.1282	8.98		
<b>Attitude</b>					0.5386	NS
	PG with B.Ed.	61	71.1803	8.3237		

(Table value of 't' is 1.987, NS- Not Significant)

It is inferred from the above table that the calculated t value (1.6979) is less than the table value (1.987) at 0.05 level of significance. Hence, the respective null hypotheses is accepted. Thus, the result shows that there is no significant difference between the attitude of teachers who are Undergraduates with B.Ed. and Postgraduate with B.Ed. towards inclusive education.

- v.  **$H_0$  4: There is no significant difference between the attitude of teachers who had any special training regarding Inclusion and those teachers who do not have any training regarding Inclusion.**

**Findings:**

**Table 4.6**  
**Difference Between the Attitude of Teachers with Special Training and without Any Training**

Variable	Special training on Inclusive education	N	Mean	SD	Calculated 't' Value	Remark
	Yes	13	45	6.7082		
<b>Attitude</b>					1.6174	NS
	No	87	72.0805	8.7034		

(Table value of 't' is 1.987, NS- Not Significant)

It is inferred from the above table that the calculated t value (1.6979) is less than the table value (1.987) at 0.05 level of significance. Hence, the respective null hypotheses is accepted. Thus, the result shows that there is no significant difference between the attitude of teachers who had any special training regarding Inclusion and those teachers who do not have any training regarding Inclusion.

### **4.3. Interpretation**

Present study has framed to know about teachers' attitudes towards inclusion of children with disability in general schools. From the above finding it can be concluded that elementary teachers teaching in the English medium schools of Vadodara city hold a positive attitude towards inclusive education of children with special needs. Results showed that teachers believe that inclusive education model is important, students with special educational needs should be taught in regular schools with students without special needs so that all learn together. It showed that independent variables of the present study i.e., marital status,

educational qualification, special educational training, teaching experience and special training on inclusion do not get influenced by the attitude of teachers teaching at elementary level of English medium schools of Vadodara.

Independent variables in the present study- marital status (married/ unmarried), teaching experience (0>5 or 5< more), educational qualification (UG or PG) and teachers with any special educational training on inclusion (yes/no) showed that there is no significant difference in the attitude towards inclusion. Teachers have favourable respond towards the inclusive education.

Above findings revealed that teachers who are married and those who are unmarried do not have any significance difference in their attitude towards inclusive education of CWSN in English medium schools of Vadodara city.

Teachers who have experience of 5 years or more do not have any difference in their attitude towards inclusive education of CWSN.

Teachers who are Under-graduate with the B.Ed. and teachers who are post-graduate with the B.Ed. qualification do not have any difference in their attitude towards inclusive education of Children with special needs. Teachers teaching the English medium schools.

And teachers with or without any special training on inclusion do not differ on their level of attitude towards inclusive education. Teachers with any special training and teachers without any special training have similar attitude towards inclusion.

Elementary school teachers showed favourable attitudes towards inclusion of children with disability in general schools, but when their responses on few statements of attitude scale were analysed, researcher found some interesting output. And it has also given a general idea to know about, how the elementary teachers of Vadodara city react towards inclusive education in general school environment. Some teachers agree that they have the skills to teach in class with children special needs in MATIES scale. Teachers believe that special need student belong to regular classroom where all students learn together.

## **CHAPTER V**

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### **SUMMARY, SUGGESTIONS AND CONCLUSION**

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## **5.1. Summary**

Education is considered as the best mean to nourish our basic instincts and in developing all aspects of our life. Education is a lifelong process of learning things, experiencing ideas, acquisition of knowledge, skill, values, beliefs and habits. Education is a lifelong process of learning things, experiencing ideas, acquisition of knowledge, skill, values, beliefs and habits. We learn basic norms, rules, regulations, value of society through education. Education widens one's experience and provide opportunity to apply the learned information into situations. Education is liberal, open and exoteric, it is based on humanism, freedom, equality, democracy and human rights. Right to Education is guaranteed for all without any discrimination.

Efforts made by government to provide elementary education to all children without discrimination is termed as Inclusive education. Policy of inclusion needs to be implemented in all schools and throughout in our education system. The involvement of all children needs to be made sure in all domains of their life in and outside the school.

Inclusion of differently abled students in regular education classrooms requires regular school teachers to upgrade their skills in-order to respond to the new challenges provided by their changing roles and responsibilities. Effective inclusion does not take place only when teacher delivers relevant and meaningful instruction to students with diverse needs, it should make everyone feel included and supported, whichever environment they are in.

Teachers play an important role in determining students' experiences in the classroom on daily basis, so a teacher must always remain positive and strong willed. Attitude of teachers affects the motivation, personality, confidence, attitude towards school, school work and performance of students. Teachers' attitudes towards inclusive education effect its successful implementation within mainstream schools. As the teachers are the primary stake holders in the education system it is most essential to know the attitude of teachers towards inclusive education.

Attitudes are dynamic in nature, they are influenced with the experience and the conditions one confronts with. There are various factors that affect teachers attitude towards their profession. Factors like teachers' special training programme on inclusion, educational qualification, years of teaching experience and marital status may lead to either a positive or negative attitude towards students with special needs. The present study is focused on studying the attitude of teachers with certain variables- marital status, years of teaching experience, educational

qualification, special training on inclusion and see whether teacher holds a positive or negative attitude towards inclusion of children with special needs.

### **5.1.1. Elementary Education in India**

Elementary education is also called primary education, it begins at the age of 6 years and ends at the age of 14 years. Right to education act was implemented to mandate education as a compulsory right to all its citizen, in order to achieve satisfactory and equitable quality of education in a formal school which satisfy certain essential norms and standards.

### **5.1.2. Objectives of Elementary Education**

National Council of Education, Research and Training (NCERT, 1977) laid down the following objectives of elementary education-

- i.** To acquire the tools for formal learning namely literacy, numeracy and manual skills.
- ii.** To acquire the habits of cooperative behaviours within the family, school and community.
- iii.** To develop social responsibility by inculcating habits.
- iv.** To appreciate the culture and life styles of persons of other religions, regions and country.

Elementary education emphasises on education for life. It is meant to widen opportunity for all Children to act, play, learn, experience the feeling of brotherhood and develop in accordance with their abilities and difficulties; thereby having good quality of life in their respective environments. In 2009, the Government of India passed the Right of Children to Free and Compulsory Education (RTE) Act. It prescribes for free and compulsory education of reasonable quality, based on principles of equity and non –discrimination to all children up to elementary education in the age group of 6-14 years for children with no special needs and 18 years for children with special needs.

### **5.1.3. Inclusive Education**

The term inclusion refers that all the children coming under the same roof regardless of their caste, class, creed, disability or gender. Inclusion is “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which

covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children” (UNESCO, 2005).

Inclusive education takes place when all children participate and learn together in the same classroom. Inclusion is about finding new and different ways of teaching so that all the students can participate and involve themselves in the classroom. It values differences and uniqueness, that students bring in a classroom. Inclusion believes that there’s no ‘one size fits all’ model so, the diversification of modes of instruction and learning materials should be promoted in classroom.

Inclusion is a wide concept which dreams of creating a society which is free of exclusion. Inclusive education is respecting the differences in children, it is a way of removing exclusion and develop a culture of friendship. In India, Inclusion do not limit itself with the CWSN but children from different linguistic, socio-economic background and girls’ education is also emphasised in Indian inclusive model and researchers in the present study limit to inclusion of CWSN. Inclusion is all about celebrating diversity. Inclusion believes in changing according to the needs of students. For schools to be fully inclusive, they are required to have competent and skilled teachers to enhance the capacity of schools and respond to the needs of students.

#### **5.1.4. Benefits of Inclusive Education for Students With or without Special Educational Needs**

In inclusive classroom students’ learning together with or without any special need fosters a culture of respect and belongingness, where they learn about each other and respect the individual differences. Spending the school day alongside classmates will help them grow socially rather than segregated setting where they don’t have much opportunities to interact with different type of people. 3% of the reservation for children with special needs in all forms and at all levels of education is for encouraging education. Children with SEN have appropriate models of their behaviour, so they can observe the socially acceptable behaviour of other students. Inclusive classroom provides various opportunities for learners to develop individual’s strengths and gifts. Children with disability in the classroom environment are provided a barrier free environment for learning. Students are given provision to write examination with the help of special devices and equipment. Provision of alternative questions to students who cannot attempt questions based on pictures, graphs, etc. for blind and low vision students. Children without special educational needs (SEN) can learn a good deal about tolerance, individual difference, and human exceptionality by interacting with Students with

SEN (NCERT, 2006), they (children without SEN) can learn that students with SEN have many positive characteristics and abilities. They may serve as peer tutors during instructional activities (Salvin, 1990). Children develop a positive understanding of other people with disabilities. The children in inclusive school learn to appreciate and accept diversity, when they attend the classes with the other children. Both general and special educators in inclusive settings expect appropriate conduct from all students. Students without SEN have the chance to learn about many of the human service profession such as special education, speech therapy, physical therapy, recreation therapy, and vocational rehabilitation. Students without special education needs come to realise that students with special needs have many abilities while they work as their buddy in school hours. With the help of buddy system teachers help students in learning tolerance, supporting each-others, an acceptance of differences, and even gaining positive academic benefits. All children in the same classroom environment are prepared for life in the society in nearly future and the most important thing that the children with special needs develop is confidence, high expectation for themselves and work on individual goals. Attending inclusive schools increases the probability that students with SEN will continue to participate in a variety of integrated settings throughout their lives (Alper, 1996).

#### **5.1.5. Barrier in Inclusive Education**

Purpose of Inclusive education is to meet the individualised goals of students with SEN, within the context of general educational settings and activities, to make it possible, and to better accommodate students with different learning styles, the current education system, academic structure, and academic practices need to become more versatile, more inclusive, and more cooperative. Infrastructure and transportation form are the major barriers that a school face while implementing inclusive education. Inclusive classrooms should have a regular educator and appropriate number of teacher aides to assist the teachers with day to day activities. Not every student can learn in the same pace and it is a challenge for teachers because Inclusion is about not leaving anyone behind. Teachers lack skills in using different techniques according to the needs of students and same method used by teachers do not let CWSN to cope up with other students. Children with special needs face barrier in realisation of their basic rights and claim for their rightful place in society. Their abilities are often ignored and devalued. Curriculum is one of the major barrier in the progress of inclusive education. Curriculum and teaching methods used by educators play a pivotal role in as far as attaining effective teaching in inclusive classrooms is concerned. However, a rigid and inflexible curriculum that does not allow teachers to use innovative pedagogical methods to be used in class. Schools may fail to

provide the trained teacher, even the physical facilities for the children with special needs, i.e., (lack of wheelchair ramps in schools, Lack of facilities or assistive technology to aid children with a particular type of difficulty). Teachers may have negative attitude towards CSWN due to certain concerns regarding taking their (CSWN) responsibility, lack of trained staff as well as lack of teacher training, lack of resources, infrastructural barriers. Children without special needs may have negative attitude towards CSWN, they may find it hard to cope up with these students and not able to accept differences. Children with special needs are often bullied by their peers or kept segregated from all social activities in schools (Sengupta, 2019). CSWN can face emotional problems because of inferiority and low self-esteem. there is a lot of ambiguity regarding education of Children with special needs in India. On one hand the Ministry of Social Justice and Empowerment runs separate schools for special children and on the other hand the Ministry of Human Resource Development promotes inclusive education. This creates a lot of confusion in the minds of the people (Sengupta, 2019). Addition to that another barrier is lack of lack of communication among administrators, teachers, specialists, staff, parents and students. Parents, teachers and even the children without any special needs should be educated or made aware of benefits of inclusion.

#### **5.1.6. Role of a Teacher in Inclusive Education**

Inclusive education doesn't only benefit the students with special needs but it also gives an opportunity to participate in all curricular activities and they get an opportunity to understand each other while supporting each other. The foremost aim of the teachers should be all the round development of every student in the same environment. Teachers have a pivotal role in mainstreaming inclusive education. It is the teacher who sees new and innovative ways in order to fulfil the educational, social and emotional needs of children with special needs. Regular school teachers should to be aware of different learning styles and the motivational patterns of differently abled children. Teachers' works as catalysts between children, administration and parents. Teachers with the support of school personal, special educators and parents should develop effective ways of overcoming barriers to learning. Effective inclusion does not take place only when teacher delivers relevant and meaningful instruction to students with special needs but to provide support and focused involvement with the children. They should make sure that classroom environment is least restrictive to them so, they feel less burdened. Teachers are expected to be prepared for different challenges in inclusive education. They are now expected to address problems and provide solutions to challenges posed by students who may vary in their skill levels. Teachers must respect the individual differences and diverse

needs of students. If teachers who are involved in mainstream education are also conscious of specialized knowledge and have the skills needed to meet at least a minimum set of special needs of CSWN then it will be considered doing justice to students seeking inclusivity. Teacher should encourage friendship between children with and without needs through classroom activities, which will help them improving their socialization process.

To assist teachers in catering to the needs of all learners more fully, each school complex will appoint an adequate number of special educators with cross-disability training to work with all schools within that complex (NPE, 2019). When they teach in inclusive classroom their competency also improves because of the challenging tasks they do. Teachers should undergo some specialised training or the schools should arrange some special training or some workshops and seminars to improve teachers' skills and for the up to date sharpening of their skills. Inclusive education requires that special educators go specialised training and receives support from school management to ensure that children with special needs benefit and thus ultimately receive the best of education and care that civil society can provide to them without disparity (Routledge, 2003). Success of inclusion depends largely on the responsiveness and willingness of teachers to meet the educational and social needs of students with varying abilities. Teaching aids, curriculum adaptations, counselling, assistance etc. should be provided to the Children with Special Needs by the teachers to make their learning process fruitful (Tyagi, 2016). Teachers are now expected to integrate the adaptative dimension in all their efforts for children with special needs.

### **5.1.7. Attitude**

Attitudes are basic factors of our perceptions of, and actions toward all aspects of our social surrounding. Attitudes involve a composite organisation of beliefs, feelings and proneness toward certain actions.

“An attitude is a negative or positive evaluation of an object which influences human's behaviour towards that object” – **Michael Hogg**.

“An attitude is a readiness of the psyche to act or react in a certain way” – **Jung**

An attitude is a complex combination of things like beliefs, personality, value, etc. Attitude is an imperative component of our lives it helps us interact with our environment effectively. It defines how a person behaves in a particular situation. Attitude can be developed positive, negative or neutral with reference to some situation, idea, object or their experience. By birth,

every individual is exposed to direct and indirect stimuli of the surrounding that teach him/her to form certain ideas, beliefs and values. In other words, a person first becomes aware of the things and then develops an attitude. Parents, media and press, peers and teachers play a pivotal role in the formation and growth of attitudes. Apart from this attitude can be implicit and explicit. Explicit attitude is conscious and influences our behaviour and implicit attitude is unconscious but it still influences our behaviour. Human being holds attitude because they are useful. Particularly, our attitude enables us to determine, often very quickly and effortlessly, which behaviour to engage in, which people to approach and avoid, even which product to buy (Duckworth, K. L., Bargh, J. A., Garcia, M., & Chaiken, S., 2002).

#### **5.1.8. Components of Attitude**

Every attitude has their components which is termed as ABC model of attitudes: where A stands for affective, B for behavioural and C for cognitive component. (Rosenberg, M.J. and Hovland, C.I, 1960)

- i. Affective component** - Affective component is based on emotion and feelings of a person. It shows some kind of emotional reaction or feeling of an individual towards positive or negative. This component of attitude can be used prove and express one's beliefs and values.
- ii. Behavioural component**- Behavioural component is the action one performs on the basis of cognitive and affective component. It refers to the way one behaves when exposed to an object, person or situation. It is a part of an attitude which reflects the intentions of a person.
- iii. Cognitive component** – cognitive component is based on person's knowledge and belief about person, event, or object. It makes no difference whether the information or knowledge about something is correct or not. It can be said to related to the general knowledge of a person.

#### **5.1.9. Factors Influencing Teachers Attitude**

Attitude can influence a teacher's performance positively or negatively. Positive attitude will help teacher to plan and prepare effective lesson plans, willingness to help students and improve class performance. On the other hand, negative attitude affects teacher's performance negatively and can also damage students' psychological well-being. Teachers attitude depends on various factors which affects their behaviour towards their profession and students (with

and without needs). Every person is different and holds different experiences as well, experience plays a great role in the development of favourable or unfavourable attitude. Teacher's experience in teaching field can also lead to a particular type (positive/negative) of attitude, teachers may develop either positive or negative attitude based on their years of teaching experience. Teachers who are more experienced and have received training may show more efforts to achieve total inclusion in the schools. And even the teachers with less experience may also strive to attain equality in inclusive classroom based on the teacher education they received. It cannot be concluded that teachers with less experience show low positive attitude towards inclusion. Teachers attitude towards students with special needs, may be discrete on the basis of the educational qualification they hold, the success of education system also relies on a teacher's educational qualifications which form the basis of the education system. Investigator wants to know whether one's educational qualification will have any effect on their attitude towards CSWN. Along with educational qualification, if teachers have any special educational training on inclusion (Disability oriented study, if any) then that may also have great influence on their attitude. Teachers attitude may also differ because of marital status of teachers, if a teachers' is married then they will also have to manage their home and if the teacher is not married then their responsibility towards their home may be little as compared to married teachers or those teachers who will have children at home may feel more positively towards the needs of CWSN. Their marital status may have some affect in their attitude towards inclusion model. So, investigator wants to find whether teacher have positive attitude or not with respect to above mentioned factors.

#### **5.1.10. Statement of the Problem**

Title of the dissertation is **“A Study of the Attitude of Elementary School Teachers Towards Inclusive Education of Vadodara City”**

#### **5.1.11. Objective of the Study**

- i.** To find the level of attitude of teachers teaching at elementary level of English medium schools towards Inclusive education.
- ii.** To study the attitude of elementary school teachers towards inclusive education with respect to their marital status.
- iii.** To study the attitude of elementary school teachers towards inclusive education with respect to their experience of teaching.

- iv. To study the attitude of elementary school teachers towards inclusive education with respect to their educational qualifications.
- v. To study the attitude of elementary school teachers towards inclusive education with respect to training in their special/ inclusion educational Programme.

#### 5.1.12. Hypotheses of the Study

'Hypothesis' is the tentative solution of the research problem. It is tentative assumption made in order to draw out and test its logical or empirical consequences.

- i.  **$H_o$  1:** There is no significant difference between the attitude of married and unmarried elementary school teachers towards Inclusive education
- ii.  **$H_o$  2:** There no significant difference between the attitude of Teachers with  $0 \geq 5$  and  $5 \leq$  more years of teaching experience towards Inclusive education
- iii.  **$H_o$  3:** There is no significant difference between the attitude of teachers who are Undergraduates with B.Ed. and Postgraduate with B.Ed. towards inclusive education.
- iv.  **$H_o$  4:** There is no significant difference between the attitude of teachers who had any special training regarding Inclusion and those teachers who do not have any training regarding Inclusion.

#### 5.1.13. Methodology

In present study survey method was used for the data collection by researcher and the data collected was analyzed quantitatively.

#### 5.1.14. Variables of the Study

Variables in the present study are:

1. **Dependent Variable-** Dependent variables are those which are dependent on other variables that are measured. In this study Attitude of English medium teachers towards inclusive education of CWSN is the dependent variable.
2. **Independent Variable-** The variable that is unaffected by the other variables tested by researcher is independent variable. In the present study researcher focused on the following independent variables:
  - i. Marital status
  - ii. Years of teaching experience
  - iii. Educational qualifications

- iv. Special training on inclusive education

#### **5.1.15. Explanation of the Terms**

- i. **Attitude-** Attitude in the present study refers to individuals prevailing tendency to respond to an inclusive education favorably or unfavorably.
- ii. **Inclusive education-** Inclusive education in the proposed study refers to the education of students with special needs in English medium schools.

#### **5.1.16. Delimitations of the Study**

- i. Present study is delimited to Vadodara city.
- ii. Present study is delimited to English medium schools of Vadodara city.
- iii. Present study is delimited to elementary levels of English medium schools in Vadodara city.
- iv. Present study is delimited to study variables namely- marital status of teachers, years of teaching experience, educational qualification, Special training on inclusive education and RCI registered teachers.

#### **5.1.17. Rationale of the Study**

Right to education is one of the most important right in international human rights law. Inclusive education is the process where schools' stresses equity and include everyone and increase learning and participation. In India Right to Free and Compulsory Education (RTE, 2009) makes education a fundamental right of every child between 6 to 14 year of age at elementary level and specifies minimum norms in elementary schools. SSA ensures that children with special needs, irrespective of the kinds, category and degree of disability is provided meaningful and quality education. All the children with special needs must be enrolled in primary schools. After the assessment of their disabilities by a team of doctors, a psychologist, and a special educator, in, the child will be placed in appropriate settings. Kochhar and West (1996) laid stress that in inclusive classroom teachers are required to teach content differently. It must be integrative, flexible and interdisciplinary. Inclusive education requires teachers to accept the responsibility to create an environment where all children can learn and feel they belong there. Inclusive education is the greatest challenge of education system and teachers are the keystones of students' development. Learning is an endless quest of life and it becomes fruitful when it is built on premises of attitude. Teachers' attitude towards students and inclusive education needs to be supportive. For inclusive model to be successful,

the positive support from school personnel is very important. The culture of positive thinking for students should be the ultimate role for the education system. Attitude towards inclusion may vary from teacher to teacher and school to school depending on the school environment, teachers' personal factors or training provided to the teachers with relation to inclusive education. Teachers attitude can be considered as the chief component of inclusive model, if they don't have the positive attitude then inclusion will never be successful. Teachers consider inclusion an extra workload with negative workload. Success of inclusion depend upon the competencies of school personnel using strategies such as IEPs, collaboration, cooperation, etc. GOI trained teachers for inclusive education for improving the equality. Will teachers have different attitude towards inclusion of children with special needs with respect to certain variables? Thus, the researcher is interested in finding whether the teacher holds a positive or negative attitude towards inclusive education with regards to students with special educational needs and do teachers experience, educational qualification, special training etc will affect have any effect on their attitude.

## 5.2. Findings of the study

- i. **Objective 1:** The level of attitude of Elementary teachers of English medium school

### **Finding:**

Research hypothesis was accepted and hence, it concluded that teachers of elementary levels English medium school had high level of attitude towards CSWN.

- ii.  **$H_o$  1:** There is no significant difference between the attitude of married and unmarried elementary school teachers towards Inclusive education.

### **Findings:**

The result shows that there is no significant difference between the attitude of teachers with Married and Unmarried Marital Status.

- iii.  **$H_o$  2:** There no significant difference between the attitude of Teachers with  $0 \geq 5$  and  $5 \leq$  more years of teaching experience towards Inclusive education.

### **Finding:**

The result shows that there is no significant difference between the attitude of teachers with  $0 \geq 5$  and  $5 \leq$  more years of teaching experience towards Inclusive education.

- iv.  **$H_0$  3:** There is no significant difference between the attitude of teachers who are Undergraduates with B.Ed. and Postgraduate with B.Ed. towards inclusive education

**Findings:**

The result shows that there is no significant difference between the attitude of teachers who are Undergraduates with B.Ed. and Postgraduate with B.Ed. towards inclusive education.

- v.  **$H_0$  4:** There is no significant difference between the attitude of teachers who had any special training regarding Inclusion and those teachers who do not have any training regarding Inclusion.

**Findings:**

The result shows that there is no significant difference between the attitude of teachers who had any special training regarding Inclusion and those teachers who do not have any training regarding Inclusion

From the above finding it can be concluded that elementary teachers teaching in the English medium schools of Vadodara city hold a positive attitude towards inclusive education of children with special needs. Results showed that teachers believe that inclusive education model is important, students with special educational needs should be taught in regular schools with students without special needs so that all learn together. It showed that independent variables of the present study i.e., marital status, educational qualification, special educational training, teaching experience and special training on inclusion do not get influenced by the attitude of teachers teaching at elementary level of English medium schools of Vadodara.

### **5.3. Recommendations**

On the basis of findings, researchers found that teacher holds a high level of attitude of teachers towards inclusive education.

Researcher earlier kept one more variable namely- RCI (Rehabilitation Council of India) registered teachers but because there were no teachers who had been registered in RCI, researcher had to remove this variable. So, to provide a better environment to the children with special needs, teachers should apply for it. RCI provides various courses for the applicants interested.

It was also found that there were only few teachers who had any kind of training regarding Inclusion, so the schools should also try to encourage teachers and also organise seminars, workshops, etc. for teachers to understand more about the need of inclusion in the schools.

#### **5.4. Suggestions for Further Studies**

On the basis of outcomes of the present study, following are some of the recommendation for the further studies that can be taken into consideration.

- i. Present study was delimited to Vadodara city only, similar studies may conduct research in Vadodara district or in different geographical location.
- ii. Population for the similar studies can be extended for generalisation.
- iii. Research studies may be conducted on the perception of children with special needs towards inclusive education.
- iv. Study on experience of children with special needs and children without special needs in inclusive schools and impact of their experience in their daily lives.
- v. Other factors that may influence the attitude of teachers such as age, severity of disability, location of school (urban or rural) etc. should also be considered for further research in a different geographical location.
- vi. Comparative study of inclusive education may be carried in urban and rural educational setting.

#### **5.5. Conclusion**

The study of the attitude of elementary school teachers towards inclusive education strengthens the conceptual theory of Inclusive education and its importance for a country's development. Inclusive education values diversity and the unique contributions of each student. But it is also a single most serious barrier in the way of education. Present study was conducted to find the attitude of teachers teaching at elementary level in English medium schools of Vadodara city respect to various demographic variables. From the questionnaire used, it can be understood that teachers in these schools shows favourable attitude, the demographic variables asked in questionnaire also showed that teachers in most of the schools do not have any special training regarding inclusive education, teachers in schools should be given training on regular basis. The study states that all demographic variables chosen for the study do not have any significance difference of attitude between them. Teachers attitude is important for the achievement of inclusive model. Cooperative efforts of schools, students, other teachers and special teachers and parents helps inclusive model to be effective.

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## **APPENDICES**

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**Personal Information-**

**DIRECTIONS:** The purpose of this survey is to obtain information about the inclusion of students with special needs in regular education classrooms. There are no correct or incorrect answers. Your responses will be completely autonomous and confidential. This survey is solely for the research purpose. You should mark your response to each item on the response sheet provided.

Marital Status: Married \_\_\_\_\_ Unmarried \_\_\_\_\_

Years of Teaching Experience: 0≤5 \_\_\_\_\_ 5≤more \_\_\_\_\_

Educational qualification: \_\_\_\_\_

Special training on Inclusion/ Disability: \_\_\_\_\_

## Appendix

Read each item and decide how you would react. Mark your answer with a (√) mark.

**6= Strongly Agree, 5=Somewhat Agree, 4= Agree, 3=Disagree, 2=Somewhat Disagree, 1=Strongly Disagree**

S.no	Statements	Response
1.	I believe that an inclusive school is one that permits academic progression of all students regardless of their ability.	StA SA A D SD StD
2.	I believe that students with a disability should be taught in special education schools.	StA SA A D SD StD
3.	I believe that inclusion facilitates socially appropriate behaviour amongst all students.	StA SA A D SD StD
4.	I believe that any student can learn in the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	StA SA A D SD StD
5.	I believe that students with a disability should be segregated because it is too expensive to modify the physical environment of the school.	StA SA A D SD StD
6.	I believe that students with a disability should be in special education schools so that they do not experience rejection in the regular school.	StA SA A D SD StD
7.	I get frustrated when I have difficulty communicating with students with a disability.	StA SA A D SD StD
8.	I get upset when students with a disability cannot keep up with the day-to-day curriculum in my classroom.	StA SA A D SD StD
9.	I get irritated when I am unable to understand students with a disability.	StA SA A D SD StD
10.	I am uncomfortable including students with a disability in a regular classroom with other students without a disability.	StA SA A D SD StD
11.	I am disconcerted that students with a disability are included in the regular classroom, regardless of the severity of the disability.	StA SA A D SD StD
12.	I get frustrated when I have to adapt the curriculum to meet the individual needs of all students.	StA SA A D SD StD
13.	I am willing to encourage students with a disability to participate in all social activities in the regular classroom.	StA SA A D SD StD
14.	I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability.	StA SA A D SD StD
15.	I am willing to physically include students with a severe disability in the regular classroom with the necessary support.	StA SA A D SD StD

16.	I am willing to modify the physical environment to include students with a disability in the regular classroom.	StA	SA	A	D	SD	StD
17.	I am willing to adapt my communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in the regular classroom.	StA	SA	A	D	SD	StD
18.	I am willing to adapt the assessment of individual students in order for inclusive education to take place.	StA	SA	A	D	SD	StD



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**DECLARATION**

I, Vandana Joshi hereby declare the dissertation entitled “**A Study of the Attitude of Elementary School Teachers Towards Inclusive Education of Vadodara City**” conducted and submitted by me for the partial fulfillment of the Master of Education Programme at the department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is my original work and has not been submitted either earlier to The Maharaja Sayajirao University of Baroda or to any other institution for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

30th March 2020

Vadodara

Vandana Joshi