

**"A STUDY ON ATTITUDE OF SECONDARY SCHOOL TEACHERS
TOWARDS INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO
URBAN AREA OF NAGAON DISTRICT, ASSAM"**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE DEGREE OF MASTER OF EDUCATION (M.ED TWO YEARS COURSE)
UNDER GAUHATI UNIVERSITY**



Session 2021-2023

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GOPINATH BORDOLOI NAGAR
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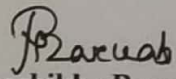
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CERTIFICATE

This is to certify that the Dissertation entitled "*A Study on Attitude of Secondary School Teachers Towards Inclusive Education with Special Reference to Urban Area of Nagaon District, Assam.*" submitted by Chandrali Sharma is an original piece of work and has not been submitted for any other degree of any University.


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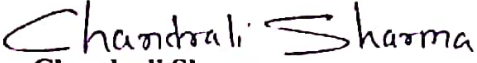
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DECLARATION

I, Chandrali Sharma, hereby declare that the research work entitled “A Study on Attitude of Secondary School Teachers Towards Inclusive Education with Special Reference to Urban Area of Nagaon District, Assam” submitted to the Gauhati University, Assam in the partial fulfillment of the requirement of the degree of Master of Education (M.Ed.) is a record of original and independent research work done by me under the supervision and guidance of Dr. Manoshikha Baruah, Principal, College of Education, Nagaon. I also declare that the matter presented in this dissertation has not been submitted by me for the award of any other degree of this and other institute.

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Above all, I thank the almighty for providing me with the much needed mental and physical strength to complete this study.

Chandrali Sharma
Chandrali Sharma.

M.Ed. 2nd year.

College of Education, Nagaon

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Education is the complete exposition of one's individuality. Thus, education develops the individual like a flower, which distributes its fragrance all over the environment. Education is that constructive process which drags a person out from darkness, poverty and misery and leads him on to the paths of enlightenment, prosperity and happiness by developing his individuality in all aspects physical, mental, emotional and social. Man is one of animal who by dint of his intelligence, virtues, values, has distinguished himself from the animal world. Through process of education these tendencies channelized in to constructive channels, as a result of which he becomes a refined person. The process of education started even during the pre-historical period when man has primitive stage begin to apply his intelligence. He has to adapt himself to his environment. Education is a plan and procedure for the development of an individual. Education helps to develop the cognitive, affective and psychomotor domain. Education also helps to attain the goals of life of an individual. Each child is born with some innate tendencies, capacities and powers. Education draws these powers out and develops them to the fullest. Education is drawing out and leading out something from within the individual by bringing, nourishing, raising and training.

Concept of inclusive education

"Children, who learn together, learn to live together." Inclusive education refers to "To all learners, young people with or without disabilities being able to learn together in ordinary pre-school provisions, schools and community educational setting with appropriate network of support services." In this, it is believed that if a child is not able to learn it is not due to the disability of child but due to the school system. It is the responsibility of the school to manage teaching in such a way that the needs of all the children are met.

Inclusive education means that Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups." Inclusive education seeks to address the learning needs of all children, youth and adults with specific focus on those who are vulnerable to

CHAPTER 2
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A literature review surveys scholarly articles, books and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research. It should give a theoretical base for the research and help author to determine nature of research. The literature review acknowledges the work of previous researchers and in so doing, assures the reader that your work has been well conceived. It is assumed that by mentioning a previous work in the field of study ,that the author has read, evaluated and assimilated that work into the work at hand.

A literature review creates a "landscape" for the reader, giving her or him a full understanding of the developments in the field. This landscape informs the reader that the author has indeed assimilated all (or the vast majority of) previous, significant works in the field into her or his research.

The purpose of literature review is to provide foundation of knowledge on the topic. It identifies areas of prior scholarship to prevent duplication and give credit to other researchers. It helps to identify inconsistencies: gaps in research ,conflict in previous studies ,open questions left from other research and need for additional research .It also identifies the relationship of work in context of its contribution to the topic and to other works and place one's own research within the context of existing literature making a case for why further study is needed.

2.2. RESEARCH RELATED STUDY AT INTERNATIONAL LEVEL

Cough and Lindsay (1991) found that younger teachers and those with fewer years of experience have been found to be more supportive of inclusion. Leyser et al.(1994) found that teachers with 14 years or less teaching experience had a significantly higher positive score in their attitudes to inclusive than those with more than 14 years.

Errol, D., Helen, H., Lawrence, I. and Clara, W. (2006) conducted their study entitled, 'A study that investigated the attitudes of urban and rural teacher in Haiti towards inclusion'. The results revealed that teacher's attitudes towards integration were not associated with year of teaching experience, education was positively associated with attitudes, and teacher in rural Haiti did not differ from teachers in urban Haiti. Findings also indicated that variables representing teacher cognition and

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

Research essentially entails a detailed systematic investigation in order to establish facts and patterns with the ultimate objective being to advance human knowledge and expertise in various fields. Research helps to solve problems, it also helps to add value to existing ideas by enriching them with experience, new perspectives and a wholeness of purpose. According to Rajasekar et. al. (2006), research is a logical and systematic search for new and useful information on a particular topic. It is an investigation of finding solutions to scientific and social problems through objective and systematic analysis. It is a search for knowledge, that is, a discovery of hidden truths. Here knowledge means information about matters. The information might be collected from different sources like experience, human beings, books, journals, nature, etc. Researches can lead to new contributions to the existing knowledge. Only through research is it possible to make progress in any field. Research is done with the help of study, experiment, observation, analysis, comparison and reasoning. Research is in fact ubiquitous. More precisely, research seeks predictions of events and explanations, relationship and theories for them.

Researchers working in the field of education need to address multifarious issues. The field of education system and educational policies in India is poised to evolve in response to the changing dynamics of the society, global standards and the expanding horizons of learning. This task can be met solely through comprehensive and thorough research that follows a scientific and data-centric methodology. Since the issues in education are complex and manifold, the research required is also multi-layered and time-consuming.

Research methodology is the path through which researchers need to conduct their research. It shows the path through which these researchers formulate their problems and objectives and present their result from the data obtained during the study period. Research methodology is a systematic way to solve a problem. It is the science of studying how research is conducted scientifically. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its objective is to give the work plan for research. It helps to understand both the products as well as the process of scientific

CHAPTER 4
ANALYSIS AND INTERPRETATION OF
DATA

4.1 INTRODUCTION

Data analysis is considered to be an important step and the heart of the research in research work. After collection of data with the help of relevant tools and techniques, the next logical step is to analyse and interpret data with a view to arriving at empirical solution to the problem. The data analysis for the present research was done quantitatively with the help of descriptive statistics.

Data interpretation refers to the implementation of process through which data is reviewed for the purpose of arriving at an informed conclusion. The interpretation of data assigned a meaning to the information analysed and determined its significance and implication.

The importance of data interpretation is evident and this is why it needs to be done properly. Data is likely to arrive from multiple sources and has a tendency to enter the analysis process with haphazard ordering. Data analysis tends to be extremely subjective that is to say, the nature and goal of interpretation will vary depending upon the research objective, likely correlating to the type of data being analysed. While there are several different types of processes that are implemented based on individual data nature, the two broadest and most common categories are “quantitative analysis” and “qualitative analysis”.

In the present study, self constructed questionnaire was distributed among sample teachers. The data was collected and analysed. The results are put in tabular form and inferences are drawn clearly in every table.

Analysis and interpretation of data on the basis of questionnaire

Table 4.1 Showing the distribution of response of secondary school teachers as per their ability to teach children with special needs.

Table 4.1

Responses	No. of teachers	%age of teachers
Strongly Disagree	0	0.00%
Disagree	1	1.00%
Undecided	21	21.00%
Agree	63	63.00%
Strongly Agree	15	15.00%
Grand total	100	100.00%

Response diagram:

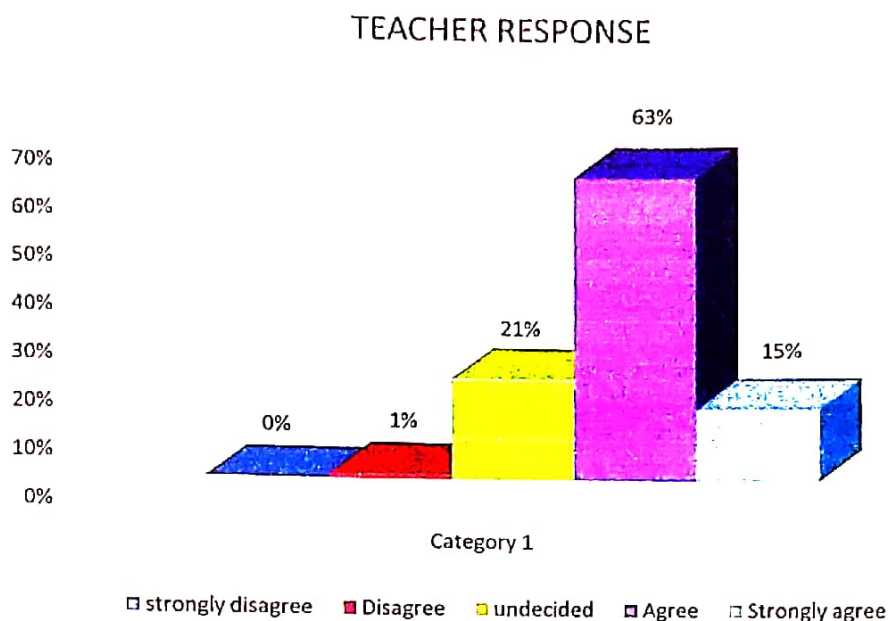


Figure 4.1.1

Interpretation: From the figure 4.1.1, it is seen that 0.00% of teachers strongly disagree with this, 1.00% of teachers disagree, 21.00% of teachers could not decide their response. 63.00% of the teachers agree with this and 15% of teachers strongly agree with this. In aggregate, therefore, it is seen that most of the teachers are confident in their ability.

Table 4.2 showing the distribution of response of secondary school teachers regarding whether they have adequate training to meet the needs of children with special needs.

Table 4.2

Responses	No. of teachers	%age of teachers
Strongly Disagree	5	5.00%
Disagree	38	38.00%
Undecided	32	32.00%
Agree	23	23.00%
Strongly agree	2	2.00%
Grand total	100	100%

FINDINGS, RECOMMENDATION AND SUMMARY

From the analysis and interpretation of the data the major findings are enumerated below

5.1 MAJOR FINDINGS OF THE STUDY

1. There was a positive attitude of teachers towards inclusion of disabled children in mainstream because majority of teachers were in favour of disabled children.
2. There was no significant difference between the attitude of male and female teachers towards inclusion of disabled children in mainstream classroom environment.
3. The second finding of the present study is that there is no significant difference between male and female secondary school teachers in respect to their attitude towards inclusive education in Nagaon district. It means that the gender has no influence on the attitude of secondary school teachers in Nagaon district.
4. Both urban and rural teachers are aware about the inclusion of disabled children in mainstream. There is no significant difference between attitude of rural and urban teachers towards inclusion of disabled children in mainstream.
5. There is no significant difference between high teaching experience and less teaching experience of secondary school teachers in respect to their attitude towards inclusive education.
6. The study also revealed that the teachers having professional qualification (B. Ed., D. El. Ed. degree) have more favourable attitude towards inclusion than the teachers who do not have professional qualification.
7. The study also reveals that academic progress will be possible in children with special needs.
8. Whether the type of disability teacher were comfortable to teach all of them.