



A study on attitude of Secondary school teachers towards inclusive education in West Bengal

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Abstract : The main objectives of the study are to find out the attitude of Govt. secondary school Teachers towards Inclusive education and the present status of inclusive education in west Bengal. The survey method was used to fulfill the research objectives. For the present study 30 Government Secondary school of south 24 pgs district of West Bengal have been selected. The schools were selected randomly. 50 Government secondary school teachers were selected following stratified purposive sampling technique. The responses data were analyzed with the help of t-test. The author found that the attitude of Teachers of West Bengal is positive towards Inclusive Education and also found that many schools have various infrastructural problems.

IndexTerms - Secondary School, Inclusive education

I. INTRODUCTION

Policies / programmes Promoting Inclusive Education.

There were various policies, programmes promotion inclusive education. They are—
In the first five-year plan (1951-1956) of the Govt. of India emphasized the importance of education for ALL. The education Act, 1959 mandated that students with special abilities can receive education from regular schools.

Integrated Education for disabled children (1982-83)

- Facilities for disabled children like books and sanitary, uniform, transport allowance for blind children.

District Primary education Programme (DPEP)-1995

- This programme was launched in 1995 by the government, supported by world bank with the aim of working curricula, teacher training etc. for early childhood care including disabled children.

The Person with disability Act. (PWD) 1995

- Child with disability shall have the right to free education till the age of 18 years and right to free books, scholarship, uniform and learning material.

National Education policy-1986

- Education of children with mild disabilities in general schools.
- Provision of vocational training for mild disabled children.

- The Education Act, 1986 introduced concept of integrated education, where children with disabilities could attain regular schools.

The Rights of Persons with Disabilities (RPWD) Act 2016 –Special ability students should be educated together with ordinary students. For this purpose special teaching method should be used.

Samagra Shiksha is a Centrally sponsored scheme. The scheme is an integrated scheme of the Ministry of Education for school education. The main objectives of the scheme is ensuring equity and inclusion at all levels of school education. Under this scheme various requirements are made available for the educational needs of CwSN and some activities are covered like

- Conducting block level camps for disability identification,
- support for awareness programs,
- Conducting capacity building programs and sports events for special educators etc.
- student support like allowances for escorts, transportation & scribes,
- Teaching-learning materials for girls with special needs children,
- Teaching-learning stipend for girls with special needs children,
- Teaching Learning Materials for individualized learning support of CwSN.

1.1 Definition of Inclusive Education

According to **Stainback and stainback (1992)**, Inclusive education may be defined as “A palace where everyone belongs, is accepted. Supports and is supported by his or her peers and others members of the schools community in the course of having his or her educational needs met.

UNESCO- defines inclusive education “as 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”.

1.2 Significance of the study

The problems of students with disabilities in India are very complex and cannot be solved by legislation. Awareness should be raised among people with disabilities. In 1995, the education for children with disabilities act was enacted in India. Adequate arrangements should be made for students with special needs to study together with general students. Education should be provided for all. There will be no barriers irrespective of cast, religion etc.

1.3 Educational implication

Now a day, inclusive education is integrated into every part of education. In order to create a positive attitude towards inclusive education, the government will take various steps as well as organizing various workshops. Government will take various steps for inclusive education like-free books and scholarships should be provide for students with special needs. Helps the Admistrator of schools to provide physical facilities adequately.

1.4 Rational of the study

Fathers or mothers of general children were rigorously against having learning with their children. Most of the Govt. schools do not have necessary infrastructure for inclusive education. As a result, students with special abilities cannot study with General students.

Most of the Govt. Schools do not have Special Educators.

1.5 Objectives

- To find out the present status of inclusive education in West Bengal.
- To find out the attitude of Govt. secondary school Teachers towards Inclusive.
- To find out problems being faced in implementing inclusive education in West Bengal.

1.6 Hypothesis.

H01: There is no significant difference between the attitude of Male and Female Teachers in Secondary Schools towards Inclusive Education.

H02: There is no significant difference between opinion of Rural and Urban Teachers in secondary School towards Inclusive Education.

H03: There is no significant difference between opinion of Trained and Untrained Govt. secondary Schools teachers towards Inclusive Education.

II. Review of related literature

Laskar (2015) studied about “ A study on system of inclusive education in west Bengal”. Author found that the Government supported the idea of Inclusive Education and provided financial assistance to general schools. Lack of inclusive schools was in West Bengal.

Kaak (2023) studied about “ status and problems of inclusive education”. The researcher found that attitude of all stakeholders toward inclusive education to be positive.

Nath (2014) studied about “Problems of School Education in Rural Areas of West Bengal” The author found the different types of problems of rural education in West Bengal.

Mistry (2021) studies about “Inclusive Education in India”. The author found that the government has adopted a slew of proposals, initiatives, and programs, but not everyone in the country accepts them.

Chandra (2018) studied about “Attitude of Regular and Special Primary School Teachers Towards Inclusive Education in Purba and PaschimMedinipur Districts of West Bengal: A Comparative Study” The author found that the attitude of Rural and Urban primary school teachers in Purba Medinipur and Paschim Medinipur Districts differ significantly. And also Teachers in Regular and Special Schools in Purba and PaschimMedinipur Districts differ significantly.

Ray and Ghanta(2022) studied about “Present status of inclusive education in India” the authors concluded that the various policies which have been taken by the documents of Indian government in the perspective of Inclusive Education.

Lakshmi (2018) studied about “inclusive education in India: challenge and Prospects”. The main objective of the study was the problems being faced in implementing inclusive education in India. In this paper the author to discuss the issues relating to the challenges and present scenario of inclusive education in India.

Pingle and Garg (2015) studied about “Effect of Inclusive Education Awareness Programme on Pre-service Teachers”. The authors concluded that it is feasible to develop awareness of inclusive education among pre-service teachers. The accountability to train teacher lies on the pre-service teacher education.

Blackie (2010) examined “the perceptions of educators towards inclusive education”. Most of educators of this study opined that perceiving themselves to be improperly trained to assume the responsibilities of inclusive education.

III. Methodology

The survey method was used to fulfill the research objectives.

3.1 Population of the Study

All the secondary school Teachers in South 24 pgs districts of West Bengal comprised the population of this study.

3.2 Sample

For the present study 30 Government Secondary school of south 24 pgs district of West Bengal have been selected. The schools were selected randomly. 50 Government secondary school teachers were selected following stratified purposive sampling technique.

Table 1- sample frame

School selected	Total Sample	Male Teachers	Female Teachers	Rural Teachers	Urban Teachers
30	50	26	24	27	23

3.3 The Tool Used

Questionnaire (self made) was used for knowing the Attitude of secondary School teachers towards Inclusive Education.

3.4 Statistical Technique

The responses data ware analyzed with the help of t-test and percentage, also t-test has been used to test for hypothesis.

3.5 Delimitations of the Study

The Delimitations of the present study are -

- The study was delimited to only South 24 pgs districts of West Bengal.
- The study was delimited to the Secondary school teachers only.

- The study was limited to Govt. secondary school only.

IV. Analysis of data

Objectives 1

The present status of inclusive education in West Bengal

- The infrastructure of schools is not very good.
- There is lack of awareness about the inclusive education.
- There is no proper curriculum for inclusive education.

Objectives 2

Category	N	df	Mean	SD	t	Level of significance
Male Teachers	26	49	85.5	12.05	1.10	
Female Teachers	24		84.5	12.90		

From the table 2, the mean score of Male Teachers and Female Teachers on attitude towards inclusive education were 85.5 and 84.5 with SD 12.05 and 12.90 respectively. From table-2 t-value was found to be 1.10 which is less than table value at 0.05 level, thus H_0 is retained.

Hence, it can be said that the attitude of Male Teachers and Female Teachers in South 24pgs districts of West Bengal is favorable towards Inclusive Education i.e., average in attitude towards Inclusive Education.

Objectives 3

Category	N	df	Mean	SD	t	Level of significance
Rural Teachers	27	49	86	11.09	1.05	
Urban Teachers	23		84	10.05		

From the table 3, the mean score of Rural Teachers and Urban Teachers on attitude towards inclusive education were 86 and 84 with SD 11.09 and 10.05 respectively. From table-3 t-value was found to be 1.05 which is less than table value at 0.05 level, thus H_0 is retained.

Hence, it can be said that the attitude of Rural Teachers and urban Teachers in South 24pgs districts of West Bengal is favorable towards Inclusive Education i.e., average in attitude towards Inclusive Education.

Category	N	df	Mean	SD	t	Level of significance
Trained Teachers	25	49	86.50	11.05	1.10	
Untrained Teachers	25		85	11.90		

From the table 4, the mean score of Trained Teachers and Untrained Teachers on attitude towards inclusive education were 86.5 and 85 with SD 11.05 and 11.90 respectively. From table-4 t-value was found to be 1.10 which is less than table value at 0.05 level, thus H_0 is retained.

Hence, it can be said that the attitude of Trained Teachers and Untrained Teachers in South 24pgs districts of West Bengal is favorable towards Inclusive Education i.e., average in attitude towards Inclusive Education.

Objective 3

Problems being faced in implementing inclusive education.

- Insufficient resource
- Inadequate accessibility
- Lack of proper training
- No mentorship
- Lack of support staff
- Inadequate funding
- Misconceptions about disability

Findings

- 1.
2. It is found that the attitude of Male Teachers and Female Teachers of West Bengal is positive towards Inclusive Education.
3. It is found that the attitude of Rural Teachers and Urban Teachers of West Bengal is positive towards Inclusive Education.
4. It is found that the attitude of Trained Teachers and Untrained Teachers of West Bengal is positive towards Inclusive Education.
5. Many schools have various infrastructural problems like- lack of wheelchair ramps, limited available of materials, limited resources, braille signage, accessible toilets etc.

Suggestions for further Research

- The present study restricted only to south 24pgs district only. It can be conducted at the State level.
- The data was collected from Government School Teachers. The data also be collected from Private School Teachers.
- It may be conducted to know the effectiveness of inclusion in both Government and Private school.

Conclusion

This study investigates the attitude of secondary school teachers in west Bengal towards inclusive education. The Government will take various measures to change the attitude of parents towards inclusive education. Many schools have various infrastructural problems like- lack of wheelchair ramps, limited available of materials, limited resources, braille signage, accessible toilets etc. The teacher should identify the specific strengths, weakness and needs of disabled children. The teacher should design different type of teaching strategies. Every school must appoint special educators.

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