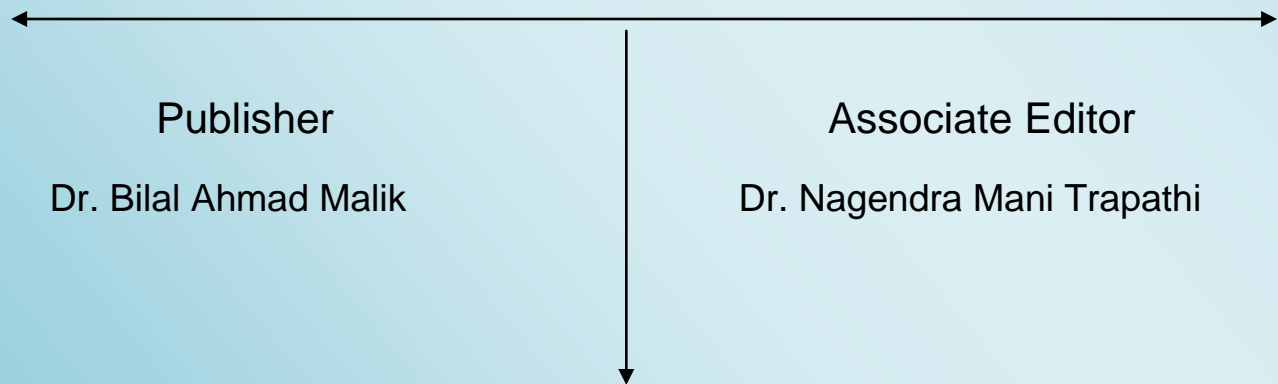


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*North Asian International Research Journal of
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ISSN NO: 2454 - 9827

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ATTITUDE OF PRIVATE AND GOVERNMENT AIDED SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION AT SECONDARY SCHOOLS IN BIRBHUM DISTRICT. W.B.

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ABSTRACT

This study is conducted for understanding for understanding the Children With Special Needs (CWSN) with analysing the teachers' attitude level for both the govt. aided and private secondary schools at Bolpur town in West Bengal. 22 male and 18 female teachers were asked about their feelings towards CWSN. For conduct the study mixed method research with simple random sampling techniques is used. Statistical Z test is used here and as a tool a consumable booklet of TASTIE-SA; English version by Dr. Arti Anand and Dr. Vishal sood is conducted for fulfilling the research purpose. It is concluded that teachers' attitude towards administrative and societal- parental is moderately higher than that of curriculum and co-curriculum and psychological and behavioural level of attitude towards CWSN students.

Key words: *Children with special needs, attitude, secondary schools.*

INTRODUCTION

Education is one of the inputs to ensure the quality of life of an individual. Every child has the right to education irrespective of age, gender, background, socio-economic status, race, cast, creed and ability. The National Policy On Education (NPE) 1986 in the section on "Education For Equality" has emphasized the need from removal of disparities and to equalize educational opportunities by attending the specific needs of those who had been denied so far. For achieving equalization of educational opportunities children of remote or nomadic population, children from linguistic, cultural minorities, girl child, street and working children, children with disabilities, children affected by HIV/AIDS should have access to quality education comparable to other children.

Inclusive education means including not only children with disabilities in the classroom but all children with diverse background and abilities. Actually getting these children into our classroom is only half of the challenges. The other half is in meeting all of their different learning needs as well as in giving special attention to

those children who are usually excluded from the classroom or from participating in the classroom. The basic concepts that giving equal opportunity and access to all children does not mean treating everyone the same, this will not act to address the diverse needs. Equality of educational opportunity requires an understanding of the conditions for success where children with diverse needs will be given more support or additional provision in order to have an equal chance access to success and achievement in general classroom. In order to ensure that this happens, we need to foster inclusive classroom in inclusive schools. In India, no operational definition of inclusive education has evolved yet. This is a educational programme where all learners with or without disabilities being able to learn together in regular pre-school provisions, school and community educational settings with appropriate network of support services. Various types of education are conducted for Special Educational Needs (SEN), these are special education, integrated education and inclusive education. For implementing Inclusive education various govt. plans and policies were implemented, such as Five Year Plan, National Policy On Education (NPE), 1986, National Policy For Persons With Disabilities, 2006, PWD Act, 1995, Scheme Of Integrated Education For Disabled Children (IEDC), 1974, SSA, 2000, RCI, 1986, etc.

The major issue underlying inclusion is the acceptance of diversity. We all need that diversity is an asset not a liability. The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual difference as reality and diverse abilities as reality and diverse abilities as one of the dimensions of human diversity. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimension of diversity contained within individual.

OBJECTIVES OF THE STUDY

- a) To find out the Psychological and Behavioural aspects of the teachers towards Inclusive education.
- b) To find out the teachers' Societal and parental attitude towards the inclusive education.
- c) To find out the teachers' curriculum and co-curricular attitude towards inclusive education.
- d) To find out the teachers' school administrative attitude towards inclusive education.

RESEARCH QUESTIONS

- a) What are the Psychological aspect of teachers towards the inclusive education and its implementation?
- b) What are the behavioural aspect of teachers towards the inclusive education and its implementation?
- c) What are the societal attitude of teachers towards the inclusive education and its implementation?
- d) What are the parental attitude of teachers towards the inclusive education and its implementation?
- e) What are the effects of curriculum aspect towards the implementation of inclusive education in the secondary schools?
- f) What are the effects of co-curricular aspect of inclusive education in secondary schools?
- g) What are the administrative aspect of schools teachers towards inclusive education and its implementation?

METHODOLOGY OF THE STUDY

For this study the researcher had conducted descriptive survey method Simple Random Sampling techniques. Here mixed method research is used. All the secondary schools i.e. govt. aided and private schools at Bolpur town in Birbhum district, W.B. is the area of research. The researcher had taken 22 male teachers and 18 female teachers as the sample. To calculate the teachers' attitude level Z test is used as a only statistical measure. A consumable booklet of *Teacher Attitude Scale Towards Inclusive Education (TASTIE-SA)* is the only tool used for research purpose. This consumable booklet was developed by Dr. Vishal Sood and Dr. Arti Anand. This tool is published under HIBS publication. Through 47 items from this booklet researcher gathered lots of information.

DATA ANALYSIS, INTERPRETATION AND RESULT

Data is analysed through the help of the consumable booklet of Teacher attitude Scale Towards Inclusive Education (TASTIE-SA) English Version. This consumable booklet developed by Dr. Vishal Sood and Dr. Arti Anand. Through 47 items from this booklet researcher gathered lots of information. These are given below-

Researcher's sample size was 40. He collected data which is 'teachers' attitude towards Inclusive Education' from various secondary Government –aided and Private schools in Bolpur Town. He collected data from the Individual Secondary school teachers and analyzed based upon the given data:

Table 1: Mean and Standard Deviation of secondary school teachers (N=40)

SL NO.	GROUP OF TEACHERS	N	MEAN	S.D.
1	MALE	22	109.14	11.71
2	FEMALE	18	111.28	11.66
TOTAL		40	111.05	11.44

On the basis of the statistics given in Table 1, Z score is the actual measure of teachers' attitude level towards Inclusive Education. Z score is prepared based on the individual teachers' raw score collected from the individual Consumable Booklet-

Table 2: Individual Z score of raw data

RAW SCORE	Z SCORE	RAW SCORE	Z SCORE
107	-0.18	103	-0.52
106	-0.27	122	1.10
114	0.41	99	0.86
108	-0.10	116	0.40
119	0.84	119	0.66
103	-0.52	124	1.09
108	-0.10	124	1.09
99	-0.86	110	-0.11
79	-2.57	78	-2.85
94	-1.29	114	0.23
131	0.10	102	-0.79
123	1.18	116	0.40
119	0.84	108	-0.28
99	-0.86	103	-0.71
122	1.10	116	0.40
113	0.33	109	-0.19
107	-0.18	110	-0.71
119	0.84	108	-0.28
107	-0.18	116	0.40
99	-1.05	131	1.69

[Individual raw score is calculated from the scoring table of consumable booklet of TASTIE-SA (English version)]

Objective 1: To find out the Psychological and Behavioural aspects of teachers' towards inclusive education.

Table 3: Table for Objective 1

Dimension	Mean	Standard deviation	Z score	Level of attitude
Psychological and Behavioural	2.53	0.74	0.50	Moderate Attitude

Interpretation:

After computing the Z- score teachers' psychological and behavioural attitude towards inclusive education is moderate.

According to the teachers' opinion inclusive education is more useful to develop self confidence in special children. Self confidence is not a single word, it means students can get confidence in itself. It is more important for teaching – learning process. Sometimes students have lack of self- confidence and it makes them marginalized in education field. So, self- confidence development is main motto for inclusive education. Here it has special ability to cultivate abilities and developing different abilities of special children. It is agreed by concerned teacher that ability is a very specific term to do something with effect. In inclusive education teacher can provides al of things which can develop and cultivate important abilities to the special children and it is useful to cope up with problems in teaching –learning process. Intelligence of special children is sometimes low but in maximum cases we observe the intellectual level of special children is high but in general classroom it is impossible to nurture their intellectual development but in a special education there have provision to build constructive development of intelligence with differential method. Special student needs analysis all of the knowledge which he can perceived during class. In inclusive education method for analysis of different knowledge is very effective to make the sense about knowledge. The outcome of those facts intellectual development of special children is also based inclusive education practices. In a general classroom normal students are benefited by the learning but in inclusive education both the students, who are unable to learning and normal students are going hand in hand. But their emotional state is not affected by the inclusive education. Normal students are not faced emotionally neglected during process of inclusive education. The inferiority complex of normal children isn't developed by the inclusive education. Because normal children are superior than

the special children and no question is arised about the inferiority complex of normal children. It also emphasized comparative mentality among normal children. Most teachers are disagreed about the negative effects of learning ability of normal children due to inclusive education. In a inclusive education, some instructional mechanism are adopted to assist the special children. This is not a pressure making education. It also reduces pressure of special children in their education and these education is also benefitted for normal children performance because they get more assistance about learning.

After analysis of the all documents of the behavioural aspect of the tools it is assumed that normal children aren't affected by inclusive education badly and it has no adverse effect in the development of education of normal children. Society plays important role in education and social attitude of the student is very important for effective teaching- learning process. Now inclusive education gives positive social attitude to the special children. By this effect students can adjust themselves with societal changes. Inclusive education gives positive influence in educational development of special children. Educational development is based on different steps and education in inclusively develop positive sense of special children.

After analysis of the all document it is conclude that inclusive education is a very fruitful education for special children as well as normal children, inclusive education reduces all of the barriers of teaching learning process and it gives more constructive strategies to the education. Inclusive education makes self- confidence within special and normal children and it grows positive attitude to everyone. There is no negative effect of the inclusive education in students' learning condition. it also give social adjustment, social motivation and it makes positive social motivation among special children and after the completion of education the special children behaviour shows positively in a effective manner.

Objective 2: To find out the Teachers' Societal and parental attitude towards inclusive education

Table 4: Table for Objective 2

Dimension	Mean	Standard deviation	Z score	Level of attitude
Societal and Parental	2.41	0.82	0.52	Above Average Favourable

Interpretation:

Inclusive education is not only based on educational development but also in social development. every children have some rights which are educational rights, social rights etc. Inclusive education is helpful for providing equal social rights to the special children. Without it they faced negligence by society. So, social rights is very important for them to established themselves in core of the society and only inclusive education gives this opportunities to them. Social upliftment is very important aspect of every children because social stagnation is a black spot of society so everyone reach the way to lead social upliftment. Social adjustment is very poor for special children, because they are isolated from the society due to their inability. Inclusive education ids very tool to provide the marginalized for special children. Gap between societal concept and the perception to the children is quite different. That's why they are moderately adjusted with a society and contribute towards the society. Special children motives always to develop special and desirable abilities in themselves. Inclusive education gives their opportunity to nourish their desirable abilities and develop in themselves. Without special abilities, the special children have no power to cope up with societal changes. So, it is very much needed to construct special abilities in special children. National literacy rate isn't depend on the normal children education. It also depends on special children education. In case of national literacy rate improvement is happened when all type of students including special children are enrolled in education. Inclusive education is the right option to improve the quality on National literacy rate because this type of education provides more authenticated and specific method to improve the quality of education.

Family is a informal agency of education. The student spend more time with their families and mother is a first educator of the children. Sometimes students' ability, motivation are not understand by family group. They have interpret inability with ability of the children. Special education is very much important for the special children. But sometimes parents are not aware of about it. They push their special child to the normal classroom. But unfortunately they have suffered from the instruction and teachers aren't taking care of the child as a special group because they have no special training about special instruction. In this field inclusive education is very important education to support the families of the special children and it gives the instruction to the parents. This type of special children are nurtured. Due to lack of knowledge parents feel at ease for educating special children in general schools. But they don't know about the position or state of the child in a general classroom. During the education special children are not work with general students. They don't share their education, emotion, their ability with the normal child. Due to the barrier of understanding. But the awareness about the special child education is very needful to the parents. Without parent' awareness inclusive education doesn't go properly in a

effective way. Because, maximum time students spend in their home if the parents are aware about inclusive education. They can assist the children in a effective manner. Through it the education takes full achievements in their goal. When parents aware about inability of their child they can motivated to admit their child in a special school but in that position they have faced lot of problem to admit their child in general school. Because teacher are not agreed to admit the special children in a normal school.

It is concluded that society and parents are the valuable part of every special child. Sometimes society can refuse them and parents also refuse them. Due to lack of knowledge inclusive education is very important of special education for removing the knowledge gap and make constructive knowledge among the society and parents. Societal adjustment is very important because society plays important role in their cultural development. the modernization of society is very fruitful ways to diminish all of the barriers in special children education. Parents awareness is also valuable for those students who are suffered by special learning abilities.

Objective 3: To find out the teachers' curriculum and co-curricular attitude towards inclusive education.

Table 5: Table for Objective 3

Dimension	Mean	Standard deviation	Z score	Level of attitude
Curriculum and Co-curriculum	2.30	0.84	0.44	Moderate attitude

Interpretation:

Most of the teacher in general school are not aware about children social, educational and psychological needs that's why their teaching method isn't sufficient for every student. Inclusive education gives power to the teachers to understand the special child's social, educational and psychological needs. if teachers are sensitive about these needs they can constructed their educational instruction according to their needs and put the various inputs within the needs fulfillment. Normal classroom teaching is very grassroots level, based in these teaching they have no time experiment with their ideas in classroom. Inclusive education takes more time to detect the problems of the individual but the time of the class is very specific and limited. So, there are no time to administered to administered the instruction of inclusive education. Sometimes teacher faced very big problem to implement inclusive education. According to RTE-2009, every child have an equal opportunity to take education in schools.

No discrimination in education level. So, by pressure teachers mentally prepared for adjustment of special children in a normal classroom. Teacher able to give equal opportunity to different student in a normal classroom. After coming inclusive education concept teachers takes extra workload and extra exercise in a school because the instruction for special children is quite different from other children instruction and it requires more time to spend in a particular instruction. So, naturally extra workload and extra exercise is very important for teachers who are concerned with inclusive education. Such needs are belonging needs, safety needs, love needs, self esteem (according to Maslow). Special children in general classroom don't create any stress among teachers. Teachers needs special training for development of the study. But somehow special children need special assistance within classroom. Teachers can give specific instruction to special children. In inclusive teaching – learning methods teacher feel comfortable with the special children. In case of inclusive education special children are given education based upon their mental and physical abilities which is crucial part of that students.

In inclusive education curriculum is parallel moved with co-curriculum activities. The special children are educated through co-curricular activities. And its make more effective aspect for education. Teachers regarding inclusive education required additional educational qualification to make inclusive education more effective. Without special training teachers do not implement the concept of inclusive education in general classroom.

Objective-4: To find out the teachers' school administrative attitude towards inclusive education.

Table 6: Table for Objective 4

Dimension	Mean	Standard deviation	Z score	Level of attitude
Administrative	2.20	0.89	0.52	Above Average Favourable

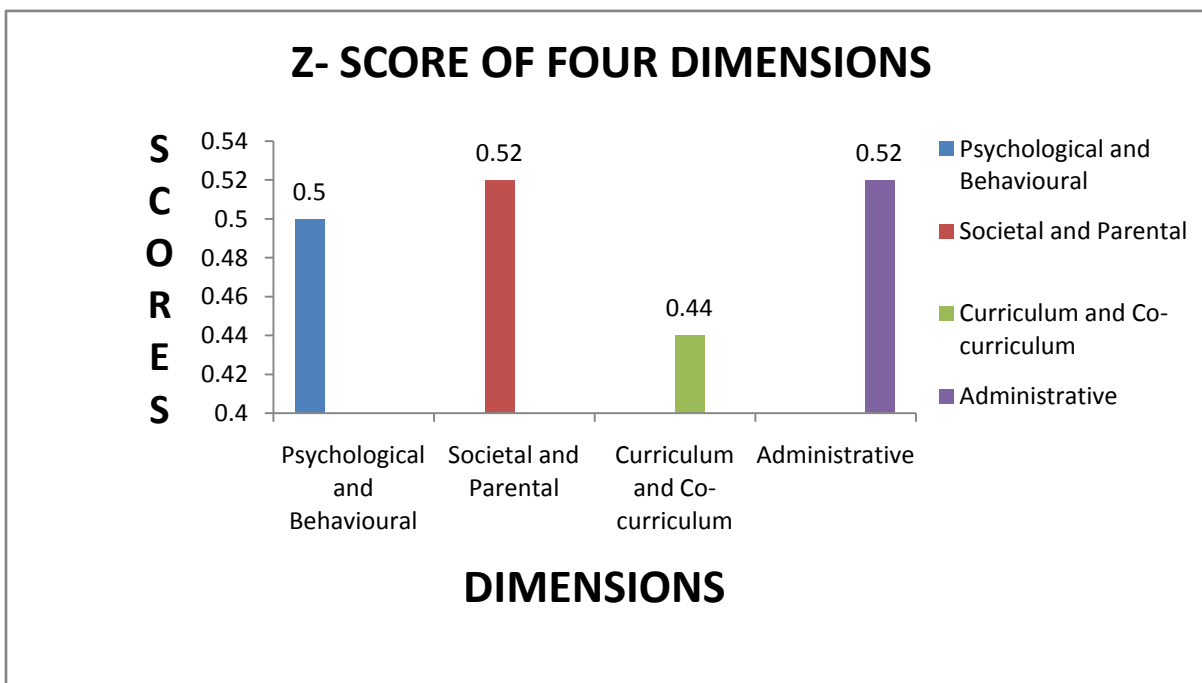
Interpretation:

In respect of special children general schools are not appropriate in comparison to the special schools. Because in a general schools teachers are educated by normal education. So, they are not able to treat special children in their instruction. But in a special school the recruited teachers are educated through special education and they are able to utilise the special instruction within classroom. So general schools are not appropriate for teaching special children. Inclusive education is less expensive for special children in comparison to special education because in special education needs special room for teaching, Special trained teachers and

numerous instrument to teach them in effective way. So, inclusive education is less expensive than special education. Present education system needs to more flexible than special education and success of inclusive education depends flexibility of the special child is depend on their achievement and obviously the achievement of special child is quite different from other normal children. In case of inclusive education general teachers needs to have training about special instruction. So, in-service teacher training is very essential for them to make inclusive education for all. Financial support is a key note of the achievement of inclusive education and policy is the fuel of inclusive settings. To assist the special children it is needed for their infrastructure but to assist the special children. It is needed to their infrastructure according to their needs. Inclusive education implementation in general general school is very challenging work. Many difficulties are arise to implement inclusive education in general schools.

Teacher moderately needs special training to understand and develop capacities of special children. The facility available in general school is not satisfactory due to lack of money, awareness, infrastructure, policy. Teachers' full agreed about paid extra incentives for imparting inclusive education in general schools and it makes motivated teachers to obey the rules of inclusive education in proper way.

Figure 1: Z score Of Four Dimensions



[Dimensions are taken from the manual of consumable booklet of TASTIE-SA (English version)]

In the above bar diagram it is clear that teachers' attitude towards Administrative and Societal and parental dimensions is moderately higher than that of Psychological- Behavioural and Curriculum and Co-curriculum dimensions. Teachers' attitude towards curriculum and co-curriculum dimensions is very low.

CONCLUSION

Inclusive study is very much important in our society because it helps to gather the special category and normal children under a roof. In inclusive education teachers' attitude depends upon mainly four dimensions i.e. Psychological and Behavioural attitude, Societal and parental attitude, curriculum and co-curriculum attitude and the lastly, Administrative attitude. On the above discussion the researcher found that teachers' Psychological and Behavioural attitude towards inclusive education is moderate attitude level. Teachers' societal and parental attitude was above average favourable type. Teachers' curriculum, co-curriculum and administrative attitude towards inclusive education are moderate and above favourable attitude respectively. Here it is clear from researcher point of view that teachers' attitude towards inclusive education is not so high. For increasing students motivation level there is needed for change the teachers' behaviour and psychological attitude. Schools should organise guardian meetings for betterment of their progress. Schools should organise various kind of programmes for social advertisement so that special children take dignity from the society. For better future for special children schools should prepared good quality of curriculum, that's why evaluation is very much important. On the other hand co-curriculum activities emphasized its great impact upon inclusive education. With participating of special children in co-curriculum activities they may have stand a position in the society. On the other hand, teachers' administrative attitude should be increased because financial support is very much important for their improvement. 12th five plan also provided norms to facilitate for the disabled children. Schools should have to implement that for their progress.

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