

A STUDY ON PARENTS' AND TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION OF DEPRIVED GROUP OF CHILDREN: WITH SPECIAL REFERENCE TO BAKSA DISTRICT OF ASSAM

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Abstract

The paper discussed the finding of a study to investigate the attitude of parents and teachers towards inclusive education of deprived group of children in Baksa District of Assam. In the studies 30 parents and teachers are taken as the population of sample and purposive sampling was used to draw the samples of the study. Self-constructed questionnaire which is contains 10 questions for teachers and 10 questions for parents in the urban rural areas belonging to Baksa District in the YES or NO forms. Percentage was used to analysis and interpretation the data. The result of study showed that majority of parents and teacher has given positive response to include the children with disabilities in the regular normal schools with normal students. But lack of adequate resources or materials, untrained teachers, no proper care etc. makes difficult in the implementations of inclusive educations and needs or suggestions for successful inclusive education are also discussed.

Keywords: Inclusive education, Attitude, Children with disability, regular classes etc.

1.0 Introduction Today education becomes a vital part in our day to day life in the era of 21st century. The developed countries only depend upon educated person. Without educated persons there is no developed. For that first thing is to be changed the attitude of their patents and teacher. They have to be well determined to enlighten the pure mind of their children by the glimpse of light of knowledge so that may be proud of the upcoming leaders. They should be aware providing the proper education to their children for the development of society or nation.

1.1 Meaning of Inclusive Education

Inclusive education means that all students attend and are welcomed by their neighborhood schools in age appropriate, regular classes and supported to learn, contribute and participate in all aspects of the life of the school. In simple word, it means that persons who need special care or person with disabilities can learn in school together with people who do not have special care. This idea comes from the idea of social justice, which demands that all people have equal human rights without any discrimination. Inclusive education in the classroom is not only benefits student with special needs. it also has positive implications for their families, other students, and teachers. According to NCF REVIEW (2005) "Inclusive education means all learners young people with r without disabilities being able to learn together in ordinary pre-school, provision. Community educational seating with appropriate network of support services." It is worth mentioning that Article 24 of the convention on the right of persons with disabilities, adopted in 2006, which advocates for inclusive education and recent legislation to protect indigenous languages, both provide further international support for inclusive education.

1.2 Meaning of Attitude

An attitude is somewhere between a belief, a mood, a stance, and a pose. Today attitude occupies a central role in the theories and research regarding consumer behavior. Attitude introduced in social psychology as an explanatory device in an attempt to understand human behavior. Attitude denotes the total sum of a man's inclination and feelings' prejudice or bias's pre-conceived notions, ideas, fears, threats, and convictions about any specific topic. Gall, Borg and Gall define attitude as "an individual's" viewpoint or disposition towards a particular objects- a person, a thing or a idea. They consider attitude to be an individual's way of seeing and reacting to a special phenomenon, and asserts that it varies from person to person. An individual's way of viewing the word and reacting to it are influencing by many different factor including the individual's belief, knowledge, emotions and their participation in social activities.

2.0 Statement of The Problems

The study stated as A study on parents and teachers attitude towards inclusive education on deprived children under Baksa district in Assam, Where most of the children's with disability are deprived in reality in getting their education.

3.0 Area of The Study

The study is done under the area of Baksa which is one of the poor literacy rate districts of Assam state under Bodoland territorial council in north eastern India. The study is done emphasizing the Children with Disability.

4.0 Significance of The Study

RTE mandates free and compulsory education to all children from 6-14 years of age irrespective of any diversity, the key objective of RTE –SSA is universalization of elementary education. The goal of UEE has further been facilitated by the 86th constitutional amendment act, making free and compulsory elementary education a fundamental right, for all the children in the age group of 6 to 14 years, This amendment has given a new thrust to all the education of children with special needs(CWSN)., the objective of UEE cannot be achieved. Hence, education of CWSN is important component of SSA. It ensures that every child with special needs, irrespective of the kind, Category and degree of disability, is provided meaningful and quality education. Hence SSA adopted a zero rejection policy in India. 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. These includes special schools, EGS, AIE or even homed based education. The major trust of SSA is on inclusion the children with special fabric of formal elementary schooling. Experience of programmers' like DPEP and various research findings have shown that inclusion is best determined by individual needs of the child. Children with special needs to be facilitated to acquire certain skill that will enable them to access elementary education as envisaged in the acts. For instance, they may need mobility training, training in Braille, sign language, postural training etc. This training may be residential, nonresidential or even home based, as per their specific requirements. Such inclusion will not work without resources, without support, without teacher preparation, without commitment, without staff development. Hence teachers and parents are the key person to implement the inclusive education effectively in schools. So it become utmost important to know what teacher and parent's attitude towards on inclusive education.

5.0 Objectives of The Study

The objective of the study is

- To study the parents attitude on inclusive education of deprived group children in Baksa district under BTC in Assam.
- To study the teacher attitude on inclusive education of deprived group children in Baksa district under BTC in Assam.
- To know the value children with disability in the society.

6.0 Delimitations of the Study

The study has been delimited only to the Baksa district of Assam and taken only lower primary schools comprising of classes I to V.

7.0 Methodology

The present study under descriptive survey method. Descriptive survey method is conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them. This method tries to study and describe the phenomena in their natural setting concerning their present state of affairs.

8.0 Population and Sample

In the present study, the parents and teachers who are working in the primary school are taken as the population and purposive sampling was used to draw the samples of the study. In the purposive sampling method, a sample is a sample is arbitrarily selected because there is good evidence that is a representative of the total population. The

investigators, for the purpose of the present study selected a sample of 30 parents and 30 teachers working in the primary schools of Baksa district.

9.0 Tools Used

The selection of tools is vital importance for successful investigation. Different kinds of tools are used for collecting data. In the present study, self-constructed questionnaire is used as tools for collecting data.

10.0 Analysis and Interpretations of Data

In the present study percentage was used to interpret the result. The following procedure was adopted for the present study to analysis and interpret the data.

Self-developed questionnaire which contains 10 questions for teachers and 10 questions for parents were distributed among parents and teachers of urban and rural areas belonging to Baksa district. Their responses were collected in the form of yes and no. The responses are presented the following tables

Table:1 Parents' Attitude Towards Inclusive Education Of Deprived Group Children

Statements	YES	%	N O	%
Clear idea about Inclusive education	5	16.67	25	83.33
Children who are disable should be include in special school	26	86.67	4	13.33
Regular school will lead children with disabilities have lower self esteem	20	66.67	10	33.33
Regular school strengthen confidence in children with disabilities	18	60	12	40
Children with disabilities will gain more friend in school	24	80	6	20
Disabled children should be brought to mainstream education	2	6.67	28	93.33
Teacher training is necessary for making inclusive education possible	30	100	0	0
Adequate resources are importance to be available at home for education of disable children	30	100	0	0
Special care is needed for disable children	30	100	0	0
Children with disabilities benefit from regular classes	20	66.67	10	33.33

The table 1 shows that only 16.67% parents have idea about inclusive education. 86.67% parent's supports children who are disable in include in special school. 66.67% parents accepts that regular school leads children with disabilities have lower self-esteem and children with disabilities benefit from regular classes.60% parents believe that regular school strengthen self confidence in children with disabilities and 80% parents opine that children with disabled gains more friend in regular school. 100% parents supports trained teacher, adequate resources available at home, special care for children.

Table: 2 Teachers' attitude Towards Inclusive Education Of Deprived Group Children

	YES	%	NO	%
Clear idea about Inclusive education	10	33.33	20	66.67
Student whose speech is difficult to understand should be in regular classes	3	10	27	70
Student who cannot read standard print and need to use Braille should be in regular cases	2	6.67	29	93.33
Children with disabilities in regular schools will be lonely	9	30	21	70
In regular school, there are better opportunities for children with disabilities	25	83.33	5	16.67
Lack of adequate resources will make inclusive education difficult	30	100	0	0

Student who are physically handicapped should be in regular classes	18	60	12	40
Children who are disable included in regular school with normal are more benefited	22	73.33	8	26.67
Children who are disable should be include in special school	8	26.67	22	73.33
Formal education is necessary for all kind of children	30	100	0	0

Table 2 shows that 66.67 % teachers have not clear idea about inclusive education. Only 10% teachers opine that student whose speed is difficult needs regular classes and 6.67 % teacher support that student who cannot read understand print needs regular classes in regular school . 83.33 % teachers agree that regular classes are better opportunities for disable children. 100% teachers opine that lack of adequate resources makes inclusive education difficult and formal education necessary for all children. 60% teacher wants physically handicapped student include in regular classes and 73.33% teachers opine that the disable children are benefited in the regular classes.

11.0 Findings

The following finds have been made from this study:

- Majority of parents (83.33%) are no have clear idea about inclusive education.
- Most of parents (86.67%) agree to include student who are disabled included in the regular classes.
- 66.67% parents think that regular school helps to strengthen self-confidence of the disabled children in regular classroom process.
- Majority of teacher (80%) believe that disabled children are able to gain more friend in regular classes.
- 93.33% parents have given negative attitude to bring the disable children in the mainstream education.
- All the parents are agree about to have trained teachers in school, adequate resources available at home, special care for disable children in the school and home.
- 66.67% parents opine that children with disabilities are benefited from the regular classroom system.
- Only few teachers of school (33.33%) have clear idea about inclusive education.
- Majority of teacher (93.33%) have given negative attitude towards the students who have speech difficulty.
- Only 6.67% support that student who cannot read standard print and need to use Braille benefits from regular classes.
- 30% teachers think that children with disabilities in regular classes or school feels lonely.
- Most of teachers (83.33%) accept that regular classes are better opportunities for children with disabilities.
- All the teachers opine that lack of adequate resources make inclusive education difficult. For implementation inclusive education proper material needed.
- 60% teachers have given positive attitude towards the students who are physically handicapped to attain the regular classes.
- Majority of teacher (73.33%) support that children who are disable included in regular classes or school with normal student are benefit than included in special classes.
- All the teachers think that formal education is necessary for all kind of teacher.

12.0 Suggestions

The following suggestions are made in the light of the finding of the study:

- Seminars and discussions must be held in the schools so that parents and teachers has cleared the concept about inclusive education.
- Teacher training programme should be organized frequently for all teachers and NCERT, SCERT, DIET etc. should be organized different training programme for disable children.
- All required material or facilities of the disable children should be provided in the school as well as home for the success of inclusive education.
- Inclusive education should be included in the curriculum of higher education and pre service and in service training.

- Both parents and teacher should be aware about the education of disable children so that self-confidence, self-feelings are developed.
- The teachers must have close relation with children with disabilities as well as their parents.
- The teachers should be encouraged disable children to continue their study in regular school with normal students.
- The government should be make policies and programmes for disable children and takes action to implement this policies and programmes for smooth functioning of inclusive education.
- The teacher should be motivated the parents of disable children to take care their children and also helps to live normal life.
- The teachers should be busy to research the tools and techniques which are helpful for disable children.

13.0 Conclusion

The finding of the study indicate that most of the parents and teachers does not have clear idea about inclusive education. Majority of the parents and teacher supports to include the disable children with normal children and also believe that disable children with normal children more benefits in the normal school than the special school. But lack of adequate recourses or material, untrained teachers make difficult in the proper implementation of inclusive education. So government should be take father step to implement the inclusive education and teachers and parent also helps government to success the inclusive education.

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