

Study on the Teacher-Students' Attitude towards Social Inclusion at Present Day Context

By

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Abstract

Reported is the study of teacher-students' attitude towards social inclusion at present day context. The present paper aims to study teacher-students' attitude towards social inclusion. Because without positive attitude of teacher-students' social inclusion will not be successful. The investigators collected data from 100 teacher-students' of Purba Medinipur district in West Bengal. Data were analyzed by using qualitative methods. Results showed that majority of the teacher- students have positive attitude towards social inclusion.

Key words: Teacher-students, Attitude, Social Inclusion, Present Day.

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Introduction:

The origin of the concept of social exclusion can be traced back to France in the 1970s and has since then been adopted throughout Europe and beyond. The World Bank (1994) defines Social inclusion as “the process of improving the ability, opportunity and dignity of people, disadvantaged on the basis of their identity, to take part in society”. It is a term that can be used to describe a series of positive actions to achieve equality of access to goods and services, to assist all individuals to participate in community and society, to encourage the contribution of all persons to social and cultural life and to be aware of and to challenge all. Inclusion is the active, intentional, ongoing engagement with diversity in the organization. It is the act of making all groups of people within a society feel valued and important. From sociological point of view it is the provision of certain rights to all individuals and groups in society, such as employment, adequate housing, healthcare & training e.t.c. According to Praisner (2003) Social Inclusion is based on notions of belonging, acceptance and recognition.

Social inclusion is about allowing people to participate fully in the social and economic life of the nation- by having a job, receiving a secure and adequate income and being closely connected to family, friends and the local community. Social exclusion and inclusion are two terms that are making inroads in policy documents of various developing nations including India. Social inclusion and exclusion are not part of a binary, although inclusion should be understood in the context of exclusion. While social exclusion is a reality that exists in societies and in schools, social inclusion is a value that is aspired for. In Indian context exclusion revolves around societal institutions that excludes on the basis of group identities such as caste, ethnicity, religion and gender (Govinda, 2008).

In India the discourse of inclusion in elementary education is largely in the realm of education of children with disability and special educational needs. In India the use of the term ‘inclusion’ in various policies targeting poverty has now found way in educational reports such as the Status of Education in India National Report Prepared by the National University of Educational Planning and Administration which focuses on inclusion in

education encompassing issues concerning education of children from SC, ST, Minority Community, girls and children with disability.

According to Abate (2001) we live in an exclusive society, where persons with disabilities are often excluded from family life, social relationships, mainstream services and employment. This has certainly marked persons with disabilities and perpetuated negative attitude, which have influenced policies and practices. This is particularly true for developing countries, where often the majority of children and adults with disabilities live in isolation and do not receive support at all. According to the standard rules it is the responsibility of Govt. to take appropriate action to remove such obstacles. This should mainly be done by empowering the individual with disability to cope better with his or her situation and by making the surrounding society accessible.

The notion of social inclusion has a long history in sociology. Early interest focused on 'Social Closure', a concept introduced by Mark Weber and subsequently developed by Parkin (1979) who identified a series of characteristics on which social closure might be based (gender, education, ethnicity, religion etc.) Closure functions through the twin mechanisms of exclusion and inclusions... it is based on the power of one group to deny access to reward or positive life-chances, to another group on the basis of criteria which the former seek to justify... process of social closure involve marginalization (or exclusion) on the one hand, and incorporation (inclusion) on the other (Kabeer, 2005).

For social inclusion parents, students, teacher, guardians play a vital role. Among them teachers especially in-service teachers and teachers-students can play an active and passive role towards social inclusion. There are various facets of a school life such as teaching and learning, co-curricular activities, school policies, overall school environment and school-community interface. Similarly there are interactions amongst various factors such as learners, teachers, parents, school-management, support staff and leadership which form the life of a school.

Objective:

1. To study the teacher-students' attitude towards social inclusion

Hypothesis:

H1: Majority of the teacher-students will hold a positive attitude towards social inclusion.

Method:**Sample:**

In the present study 100 teacher-students were considered as sample. Samples were selected from five teachers-training institutions of Purba Medinipore in West Bengal. Around 130 teacher-students received the questionnaire and only 100 have returned completely.

Tool:

A questionnaire was used for the data collection, which was developed by using a five point Likert-type scale (Balagopalan, 2004). This scale was adopted in Bengali by Maity. The scale consists of 15 items with each item using a five point Likert-type scale. Scoring key is 0 (strongly disagree) to 5 (strongly agree).

Result:

After collecting data were cleaned and quantified as much as possible and tabulated systematically for further statistical analysis.

Table-1

Variables		Total Number	Total Score	Mean
Sex	Male	55	3919	71.25
	Female	45	3353	74.5
Habitat	Urban	46	3434	74.65
	Rural	54	3726	69

Discussion:

The purpose of this study was to determine the study of teacher-students' attitude towards social inclusion at present day context. Main findings were that most of the teacher-students' attitude towards social inclusion is positive. It is seen that most of the teacher-students' of present day are aware towards social inclusion as they belong to the net oriented society. So due the influence of social media as well as their new curriculum of B. Ed. by NCTE, they have awareness towards social inclusion. At the same time they have positive feelings towards social inclusion as these are helpful for our national development where as in case of social inclusion, in-service teachers attitude was not positive (Maity, 2014). Study of Abate, (2001) also focused the same result.

It was found that female teacher student's attitude is more positive than male teacher students. This might be due to the fact that the female teacher students are more aware towards social inclusion because they are more sympathetic towards social- excluded learners from different fields like child labour, street-children, children from slum and remote village areas than male teacher-students'. At the same time rapid progress of female education helped them to become aware towards social inclusion in a positive way. In the present study it was found that teacher-students from urban areas possess more favourable attitude towards social inclusion than the teacher-students from rural areas. It was due to urban facility like net working, inclusive set-up at urban schools that helped the urban teacher students to become more positive attitude towards social inclusion than teacher students from rural areas. Study of Chopra (2008) was also found the same results.

All the findings and discussion revealed that would be teachers at present age possess positive attitude towards social inclusion. This is a very positive sign for sustainable development that is the need of the hours for social progress. No doubt this positive sign will make a balanced inclusive set up for schools in future.

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