EFFECTS OF IMPLEMENTATIONAL ASPECTS OF INCLUSIVE EDUCATION ON THE PHYSICALLY CHALLENGED STUDENTS OF PRIMARY AND SECONDARY EDUCATION OF WEST BENGAL

Chandrimal Sarkar
Research Scholar, Department of Education, Vinaya Bhavana, Visva Bharati, Santiniketan, West Bengal

Abstract

Inclusive education is the process of educating children with Special Needs along side their normal peers in mainstream schools. The feasibility of inclusion of such children in school, however, has been an issue that has been discussed and debated extensively at various national and international platform. In its broadest and all encompassing meaning, inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults able to learn together through access to common school provisions and community educational setting with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of the diverse range of learners and adapts itself to meet these needs. It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, policy makers) to be comfortable with diversity and see it as a challenge rather than a problem. A quality Inclusive education by its very nature focuses on all the aspects of implementation and not merely on the academic achievement for the development of the whole child. The present study was undertaken to find out the effects of implementational aspects on the primary and secondary educational of West Bengal. The sample comprises of 76 Physically Challenged students from the primary and secondary level Government and Government Aided schools of West Bengal.

Keywords: Inclusive Education, Implementational Aspects, Primary and Secondary Educational, Physically Challenged Students.

Introduction:

UNESCO defines inclusion precisely 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. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”

Inclusive Education has been viewed as a sensitive issue internationally and even in our nation in pursuance of various conventions and other instruments Inclusive education is considered to be equally sensitive in the recent past. The concept of inclusive Education represents the latest trend in the field of education. Inclusive Education is on one hand a human right issue and on the other hand, a strategy to develop a child into a balanced personality capable not only surviving in a society but also to compare with others without any fear of failure or a complex. The goal of Inclusive Education is to ensure that all children regardless of any individual differences they may have,
are fully included in the mainstream of life. Inclusive Education does not mean ‘dumping’ children with special needs into regular classroom. We have to accept their diversity, respect their individuality, create opportunities for their participation in all activities of the school and provide support to both children and teachers so that the children can realize their full potential and teachers will be able to improve their performances. The successful Inclusive System of education aims at the development of the whole child and not merely on the aspect of academic achievement only. Hence the physical, social, moral, economical and educational aspect of implementation should be considered to be important for the development of the whole child and the success of Inclusive Education.

Academically every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Besides every child has unique characteristics, interest and abilities and learning needs. Hence all the Physically Challenged Students must have access to general schools, which should accommodate them with child centric pedagogy capable of meeting their needs. Practically Inclusive Education leads to freedom of prejudices, biases, be they racial or social which creates bitterness among those living together in the same society.

Objective:

To estimate the effects of the various components of Implementational Aspects of the Physically Challenged Students at the different levels of Inclusive Education.

Null Hypotheses :

[The effects of various categories of Implementational Aspects on the physically Challenged students of different educational levels of Inclusive Education do not differ significantly.]

[\(H_0(i)\) The effects of Physical component of implementational Aspect on the physically challenged students of the primary and secondary educational levels of Inclusive Education do not differ significantly.]

[\(H_0(ii)\) The effects of Social component of implementational Aspect on the physically challenged students of the primary and secondary educational levels of Inclusive Education do not differ significantly.]

[\(H_0(iii)\) The effects of Moral component of implementational Aspect on the physically challenged students of the primary and secondary educational levels of Inclusive Education do not differ significantly.]
[ **H₀(iv)** The effect of Economical component of implementational Aspect on the physically challenged students of the primary and secondary educational levels of Inclusive Education do not differ significantly. ]

[ **H₀(v)** The effect of Educational component of implementational Aspect on the physically challenged students of the primary and secondary educational levels of Inclusive Education do not differ significantly. ]

**Population and Sample:** Population of the present study includes all the physically challenged students of the primary and secondary education of Government and Government aided inclusive schools of West Bengal. The sample of the present study comprises of 76 physically challenged students of primary and secondary education of government and government aided inclusive schools of Kolkata.

**Tools:** A comprehensive questionnaire to measure the views of the physically challenged students towards the various Implementational Aspects of Inclusive Education of both the Primary and Secondary level of Education.

**Reliability and Validity of the Tool used:** The researcher has tried to satisfied the necessary and sufficient condition during the construction of the tools. Validity of the test was established by presenting the test before five experts in the area. Reliability was established by test re-test method and coefficient correlation was calculated by using product moment method.

**Analysis:**

**Table 1:** Showing the ‘t’ between physically challenged students of the primary and secondary levels on the physical components of implementational aspects of inclusive Education.

<table>
<thead>
<tr>
<th>Levels</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>38</td>
<td>15.47</td>
<td>2.67</td>
<td>0.53</td>
<td>2.70</td>
<td>.01</td>
</tr>
<tr>
<td>Secondary</td>
<td>38</td>
<td>14.03</td>
<td>1.86</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table indicates that the value of t is significant at .01 level. That means the two groups differ significantly on the physical components. It may be said from the result that the effect of the physical components of implementational aspect on the physically challenged students on primary and secondary educational levels differ significantly and the gain is in favour of the primary level students. Therefore the null hypothesis \( H₀(i) \) is rejected.
Table 2: Showing the ‘t’ between the physically challenged students of the primary and secondary educational levels on the social component of implementational aspect of Inclusive Education.

<table>
<thead>
<tr>
<th>Levels</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>38</td>
<td>21.42</td>
<td>2.06</td>
<td>0.43</td>
<td>7.07</td>
<td>.01</td>
</tr>
<tr>
<td>Secondary</td>
<td>38</td>
<td>18.37</td>
<td>1.63</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result indicates that the value of ‘t’ is significant at .01 level meaning thereby the means of two groups differ significantly on the social aspect. It may be concluded from the result that the effects of the social aspect of implementation on the physically challenged students on primary and secondary levels differ significantly and the gain is in favour of the primary level students. Therefore the null hypothesis H₀(ii) is rejected.

Table 3: Showing the ‘t’ between the physically challenged students of primary and secondary educational levels on the moral component of implementational aspect of Inclusive Education.

<table>
<thead>
<tr>
<th>Levels</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>38</td>
<td>26.58</td>
<td>2.17</td>
<td>0.48</td>
<td>2.83</td>
<td>.01</td>
</tr>
<tr>
<td>Secondary</td>
<td>38</td>
<td>25.21</td>
<td>1.98</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained value of ‘t’ is significant at .01 level which indicates the means of the two groups differ significantly on the moral aspect. Thus the result help us to infer that the effect of the moral aspect of implementation on the physically challenged students of primary and secondary educational level differ significantly and the gain is in favour of the primary level students. Therefore the null hypothesis H₀(iii) is rejected.

Table 4: Showing the ‘t’ becomes the physically challenged students of primary and secondary educational levels on the economical aspect of implementation of Inclusive Education.

<table>
<thead>
<tr>
<th>Levels</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>38</td>
<td>18.18</td>
<td>2.72</td>
<td>0.59</td>
<td>1.78</td>
<td>.01</td>
</tr>
<tr>
<td>Secondary</td>
<td>38</td>
<td>17.11</td>
<td>2.46</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to the result the value of ‘t’ is not significant at .01 level which means the means of the two groups does not differ significantly on economical aspect Thus the result clearly help us to understand that the effects of the economical aspect of implementation does not differ significantly on the physically challenged students of primary and secondary educational levels of Inclusive Education. Therefore the null hypothesis $H_0(iv)$ is retained.

**Table 5**: Showing the ‘t’ becomes the physically challenged students of primary and secondary levels on the educational aspect of implementation of Inclusive Education.

<table>
<thead>
<tr>
<th>Levels</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>SED</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>38</td>
<td>25.74</td>
<td>1.79</td>
<td>0.39</td>
<td>6.0713</td>
<td>.01</td>
</tr>
<tr>
<td>Secondary</td>
<td>38</td>
<td>23.32</td>
<td>1.64</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained result indicates that the value of ‘t’ is not significant at .01 which helps to state the means of the two groups differ significantly on educational aspect. The result helps to conclude that the effects of the educational aspect of implementation on the physically challenged students of primary and secondary educational levels differ significantly and the gain is in favour of the primary level students. Therefore the null hypothesis $H_0(v)$ is retained.

**Conclusion:**

The findings emerged from the discussion and interpretation of data are summarized below:

- It may be said from the result that the effect of the physical components of implementational aspect on the physically challenged students on primary and secondary educational levels differ significantly and the gain is in favour of the primary level students.

- It may be concluded from the result that the effects of the social aspect of implementation on the physically challenged students on primary and secondary levels differ significantly and the gain is in favour of the primary level students.

- The result help us to infer that the effect of the moral aspect of implementation on the physically challenged students of primary and secondary educational level differ significantly and the gain is in favour of the primary level students.
- The result clearly help us to understand that the effects of the economical aspect of implementation does not differ significantly on the physically challenged students of primary and secondary educational levels of Inclusive Education.

- The result helps to conclude that the effects of the educational aspect of implementation on the physically challenged students of primary and secondary educational levels differ significantly and the gain is in favour of the primary level students.

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