



# AWARENESS OF TEACHERS TOWARDS INCLUSIVE EDUCATION INSCHOOLS OF ITANAGAR CAPITAL COMPLEX, ARUNACHAL PRADESH

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**Abstract:** In present Inclusive Education is the symbol of equity whereas under the Article 21A of Indian Constitution it guarantees the education for all. Thus such zeal of providing “education for all” the Inclusive Education became the medium for such ideology. Inclusive Education; where children learn under one-umbrella. The study was carried in the Government and Central Schools of Itanagar Capital Complex region. The study is to examine the awareness of Inclusive Education among the teachers who are posted or teaching in Higher Secondary Schools in the Itanagar Capital Complex region. The awareness of Inclusive Education has four components i.e., (i) Concept of Inclusive Education (ii) Legal Aspects of Inclusive Education (iii) Basic Information about Disabilities (iv) Skills and Competences which explore the understanding and knowledge of the teachers. It is found that the there is significant difference between Government School Teachers and Central School Teachers towards the awareness of Inclusive Education in schools of Itanagar capital complex region. The data has indicated that the awareness of inclusion education among Central School teachers is more than the Government School teachers.

**Key Words:** Awareness of Inclusive Education, Government School Teacher, Central School Teacher, Higher Secondary School, Itanagar Capital Complex, Arunachal Pradesh

## I. Introduction:

Last few decades, the education system has seen several changes, one of such concept that change the face of education is Inclusive Education, Inclusive Education emphasis on providing education to all the children without any discrimination. The concept of Inclusiveness can be trace in the recommendation of Kothari Commission 1964-66. But it was the Sarva Shiksha Abhiyan that implemented the concept of Inclusive Education as every child has right to get quality of education. Arunachal Pradesh, the eastern most state of our country also known as Land of Raising Sun. Arunachal Pradesh is a late comer in formal education as its first School was set up by Adi tribe of Siang belt at Pasighat in 1914 and from there journey of formal education has been started in Arunachal

Pradesh. According to the census data 2011, the data cited that there are more than 78 lakh challenge children in the country between 5-19 years. Of which only 61% of them were enrolled in an educational institute and about 12% of them are dropped out, while 27% had never been to school at all. At all India level, 54.52% of the challenge people are literates. Among the State/UTs, the highest literacy rate among challenge people is in Kerala (70.79%) and lowest literacy rate among challenged people is in Arunachal Pradesh (38.75%). Total number of challenge population in Arunachal Pradesh is 26,734 and the challenged children (5-19 Years) not attending educational institute in Arunachal Pradesh is 33%. At present, Itanagar Capital Complex Region has 5 Government Higher Secondary Schools and 3 Central Schools.

## II. Statement of the problem:

Awareness of Government and Central Teachers towards Inclusive Education in the Higher Secondary Schools of Itanagar Capital Complex, Arunachal Pradesh

## III. Operational definition:

- 1. Inclusive Education:** Inclusive education is a kind of learning environment where every child gets its education and overall development under one umbrella irrespective of disabilities.
- 2. Awareness of Inclusive Education:** For the purpose of the research, awareness of inclusive education was defined as the amount of information and knowledge the teachers about (i) Concept of Inclusive Education (ii) Legal Aspects of Inclusive Education (iii) Basic Information about Disabilities (iv) Skills and Competences for Inclusive Education.
- 3. Government Teacher:** A person who help the students to acquire knowledge and information, provide guidance and mentorship in the Government Higher Secondary schools of Itanagar Capital Complex Region.
- 4. Central Teacher:** A person who help the students to acquire knowledge and information, provide guidance and mentorship in the Central Higher Secondary schools of Itanagar Capital Complex Region.
- 5. Schools:** Higher secondary schools (class XI – XII) in Itanagar Capital Complex Region.
- 6. Itanagar Capital Complex region:** It is a region which comes under Papum Pare district, covering the area of 200 sq. km having three circles namely, Itanagar, Naharlagun and Banderdewa.
- 7. Government School:** School which is managing by State Government.
- 8. Central School:** School which is managing by Central Government.

## IV. Objective of the Study:

To compare the awareness of Government School Teachers and Central School Teachers of Itanagar Capital Complex with respect to management.

## V. Hypothesis of the Study:

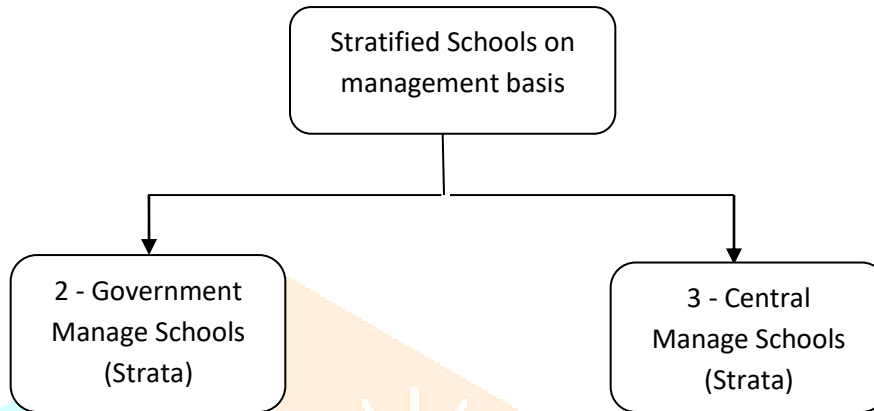
H<sub>0</sub>: There is no significant difference between Government School Teachers and Central School Teachers towards the awareness of Inclusive Education in schools of Itanagar capital complex region.

## VI. Research Design:

### a) Sample and sampling procedure:

For selecting the sample, the researcher has used Probability Sampling technique such as Simple Random Sampling and Stratified Random Sampling.

Initially, the researcher has stratified the population of Teachers into two strata on the characteristics of Management.



To ensure that the sample is stratified on Management, the researcher has taken 40 per cent of the schools from both the stratum that is 2 schools from Government Management and 3 Schools from central Management. To choose schools for the study at the same time while choosing the sample it should get equal opportunity to be participating in the study. The researcher has used the Simple Random Sampling Technique.

#### 1. Table 1: Name of the Government Manage Schools

Sl. no	Name	Teachers
1.	Government Higher Secondary School, Ganga	12
2.	Government Higher Secondary School, Polo Colony Naharlagun	08

Now, to choose the teachers from stratum the researcher have used simple random sampling technique also the participation of sample is 30 per cent of the population. In 2 (two) Government manage schools there are 57 teachers where researcher has took 20 teachers as a sample. Moreover, in 3 (three) central manage school there are 59 teachers and the researcher has took 18 teachers as a sample.

#### 2. Table 2: Name of the Central Manage Schools

Sl. No.	Name	Teachers
1.	Kendriya Vidyalaya, Naharlagun	5
2.	Kendriya Vidyalaya, Itanagar	6
3.	Kendriya Vidyalaya, Nirjuli	7

**b) Tools to be use:**

The researcher will use the questionnaire developed by Dr. Indu Garg and Smt. Sudha Samir Pingle to investigate the awareness of inclusive education among teachers.

**VII. Analysis and Interpretation****TESTING OF HYPOTHESIS 1**

Hypothesis 1 states that there is no significance difference between Government School teachers and Central School teachers towards awareness of inclusive education in schools of Itanagar Capital complex.

Technique used: t-test

Variables: Management and awareness of inclusive education

Group: Government School Teacher and Central School Teacher

**a. Calculation**

Since the no. of sample is greater than 30. Therefore,

$$t_{cal} = \frac{|\bar{x}_1 - \bar{x}_2|}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}, \dots\dots\dots(i)$$

Where  $\bar{x}_1$  is the mean of first Group and  $\bar{x}_2$  is the mean second group,  $\sigma_1^2$  and  $\sigma_2^2$  are variance, and  $N_1$  and  $N_2$  are the number of sample.

We have,  $\bar{x}_1 = 18.95$  and  $\bar{x}_2 = 21.61$ ,

$$\sigma_1^2 = 10.89 \text{ and } \sigma_2^2 = 4.016$$

And  $N_1 = 20$  and  $N_2 = 18$

Putting above values in (i), we have

$$t_{cal} = \frac{|18.95 - 21.61|}{\sqrt{\frac{10.89}{20} + \frac{4.016}{18}}}$$

$$t_{cal} = \frac{2.66}{\sqrt{0.7676}}$$

$$t_{cal} = 3.0361$$

When  $df = 20 + 18 - 2 = 36$  the t-value tabulated is 1.684 at 0.05 or 5% level of significant.

Therefore, t-value (calculated) > t-value (tabulated).

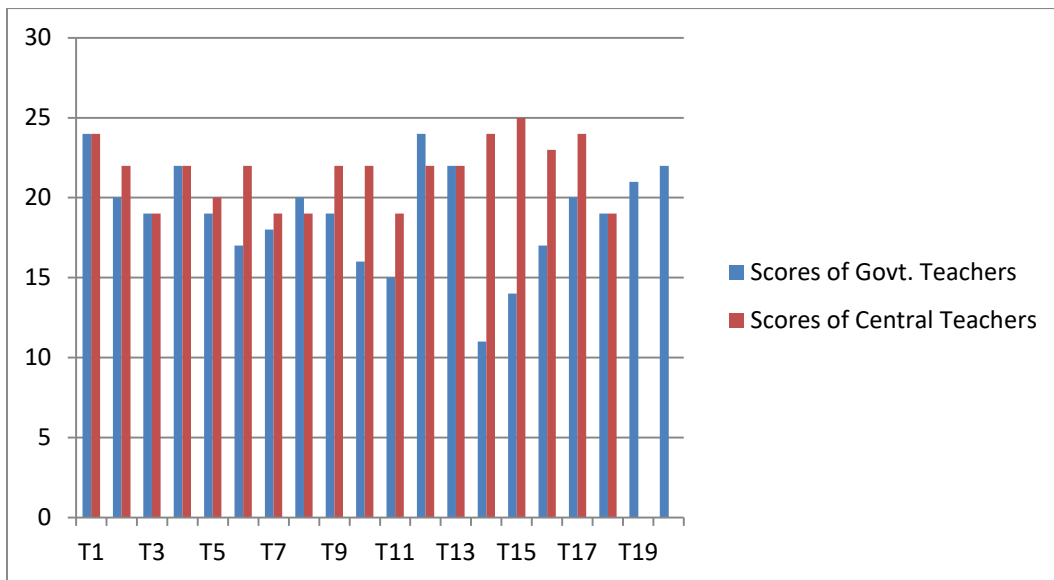


Fig. VII.a.1 Showing the scores distribution of the awareness of Inclusive Education among Government and Central teachers.

Table VII.a.a

Dependent Variable	Group	N	Mean	Variance	t-value calculated	t-value tabulated	Level of Significance
Awareness of Inclusive Education	Government School teacher	20	18.95	10.89	3.061	1.684	0.05
	Central School teacher	18	21.61	4.016	3.061	1.684	0.05

- b. **Finding and Interpretation:** From the table VII.a.a it can be seen that the calculated t-value is greater than the tabulated t-value at 0.05 level of significant. Therefore, the null hypothesis is rejected. Hence, it can be concluded that there is a significant difference between Government School teachers and Central School teachers towards awareness of inclusive education in schools of Itanagar Capital complex.

### VIII. Conclusion:

The findings revealed that there is a significant difference between Government School teachers and Central School teachers towards awareness of inclusive education in schools of Itanagar Capital complex region. It can be seen that mean of the Central School teachers is greater than the mean Government School teachers. This indicates that the awareness of inclusion education among Central School teachers is more than the Government School teachers. Researcher also recommended some suggestions to promote the awareness of inclusive education among teachers in context of Itanagar Capital Complex region which are quarterly training and skill programmes on inclusive education to aware the teachers about inclusive education and makes it compulsory to attend the training programme, and organise campaign or programs for teachers, parents, and school administrators to understand them that challenge children are not burden and also there is special education provision exist for challenge children.

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