RESEARCH ARTICLE

A STUDY ON THE INFLUENCE OF THE PEDAGOGIC ANALYSIS OF LESSONS IN THE B.ED. COURSE OF WEST BENGAL ON THE ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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ABSTRACT

Inclusive education has increasingly become a focus of debate in discussions about the development of educational policy and practice around the world (Farrell and Ainscow, 2002; Lindsay, 2007). Scholars like Pijl et al., (1997) have described inclusive education as a ‘global agenda’. Inclusive education, therefore, is now seen as central to human rights and equal opportunities and a priority policy objective of liberal democracies including India where Right to Education is constitutionalized. The teachers exposed to the traditional B.Ed. curriculum and the practicum in West Bengal reveals a colossal knowledge gap. They are often apprehensive about such inclusive classes and of the RTE Act 2009 and reportedly lack confidence in handling children with special needs. The B.Ed. course in the prevalent form in West Bengal offers only a theoretical paper on special and inclusive education, which is believed to be sufficient to train teachers for effective inclusive practices in real life inclusive classes. Pedagogical analysis of lessons is taught to trainee teachers in most universities like University of Calcutta, West Bengal State University, Gour Banga University, and while in some others like North Bengal University this is not done by the trainee teachers. This is supposedly a master plan or blueprint of the whole lesson that enables the teachers to plan the transaction of the entire lesson in a thoughtful manner. How far this practice incorporates strategies of addressing diversity in class in form of challenged students is not clear at all. With major changes advocated by NCTE for quality teacher education in the nation, West Bengal too would undergo curricular reforms, but to what extent and in what form the pedagogical analysis of lessons for teaching diverse and differently abled learners would be addressed for developing teachers for inclusive settings remains a grey area till date. This paper remains a humble attempt at exploring the practice incorporates strategies of addressing diversity in class in form of challenged students is not clear at all. With major changes advocated by NCTE for quality teacher education in the nation, West Bengal too would undergo curricular reforms, but to what extent and in what form the pedagogical analysis of lessons for teaching diverse and differently abled learners would be addressed for developing teachers for inclusive settings remains a grey area till date. This paper remains a humble attempt at exploring the

INTRODUCTION

With the major changes proposed for quality enhancement in teacher education, the B.Ed. course is about to undergo major curricular changes in West Bengal, but how far the prime concern of developing teachers for inclusive settings will be taken into cognizance and in what form remains a largely grey area that needs to be explored. Increase in duration with scant regard for revision in the prevalent nature of practicum and evaluation in West Bengal is unlikely to ensure quality in preparation of teachers fit for addressing diversity in modern society. The present system followed in West Bengal has prepared teachers for years now with inclusive Education as a theoretical part of the curriculum, but how far it has succeeded in developing confident teachers with a favorable attitude towards the children with special needs inducted into their regular classrooms under RTE, remains a grey area till date. Inclusive education has increasingly become a focus of debate in discussions about the development of educational policy and practice around the world (Farrell and Ainscow, 2002; Lindsay, 2007). Scholars like Pijl et al., (1997) have described inclusive education as a ‘global agenda’. Inclusive education, therefore, is now seen as central to human rights and equal opportunities and a priority policy objective of liberal democracies including India where Right to Education is constitutionalized. The Right to Education Act 2009 has granted the issue a central significance and inclusion has emerged as an appropriate philosophy and a relevant framework for restructuring...
education’ (Thomas et al., 1998, p.4), with attempts at transforming the mainstream to enhance its capacity for responding to diverse learners (Ainscow, 1999). However, what emerges as a crisis largely unaddressed till date is the development or preparation of teachers’ attitude in creating a truly inclusive class in a mainstream school. The Ministry of Human Resource Development,Govt. of India, too voices the emerging concern with the current status of teacher education and the urgent need for “the changes in the teacher education curriculum from the perspective of inclusion of children with special needs (CWSN)”.

The nature and adequacy of the training imparted remain problematic and must come under the scanner for effective inclusion in the educational institutes of India, specifically West Bengal. The teachers exposed to the traditional B.Ed. curriculum and the practicum in West Bengal reveals a colossal knowledge gap. They are often apprehensive about such inclusive classes and of the RTE Act 2009 and reportedly lack confidence in handling children with special needs.

The B.Ed. course in the prevalent form in West Bengal offers only a theoretical paper on special and inclusive education, which is believed to be sufficient to train teachers for effective inclusive practices in real life inclusive classes. Pedagogical analysis of lessons is taught to trainee teachers in most universities like University of Calcutta, West Bengal State University, Gour Banga University, and while in some others like North Bengal University this is not done by the trainee teachers. This is supposedly a master plan or blueprint of the whole lesson that enables the teachers to plan the transaction of the entire lesson in a thoughtful manner. How far this practice incorporates strategies of addressing diversity in class in form of challenged students is not clear at all.

**Objectives of the Study**

**The objectives of the study are as follows**

1. To find out whether there is any significant difference in attitude towards inclusive education between teachers with B.Ed. with experience of doing pedagogical analysis of lesson plans and those without B.Ed. and thus without any experience of doing pedagogical analysis of lessons.
2. To find out whether there is any significant difference in attitude towards inclusive education between trained urban and rural teachers who have practiced pedagogical analysis of lessons under supervision and those without B.Ed. and hence without experience of practicing pedagogical analysis of lessons under supervision.
3. To find out whether there is any significant difference in attitude towards inclusive education between trained male and female teachers who have practiced pedagogical analysis of lesson plans.
4. To find out whether the supervision done during the practice of pedagogical analysis included advice on practical modalities of teaching children with special needs.
5. To find out whether there is any relation between a teacher’s personal experience with challenged children and his/her favourable attitude towards inclusive education, irrespective his/her B.Ed. degree.

**Hypotheses**

- **H₀₁**: There is no significant difference between teachers with experience of practicing pedagogical analysis of lessons under supervision and those without B.Ed and hence without experience of practicing pedagogical analysis of lessons under supervision.
- **H₀₂**: There is no significant difference in attitude towards inclusive education between trained urban and rural teachers who have practised pedagogical analysis of lessons during their B.Ed.
- **H₀₃**: There is no significant difference in attitude towards inclusive education between male and female teachers who had experience of practicing pedagogical analysis of lessons.
- **H₀₄**: There is no relation between a teacher’s personal experience with challenged children and his/her favourable attitude towards inclusive education, irrespective his/her B.Ed. degree.

**METHOD**

**RESEARCH METHODOLOGY**

**Sample**

400 secondary school teachers, consisting of both trained and untrained teachers were selected randomly from secondary schools from Kolkata, North 24 Parganas, South 24 Parganas, Hoogly and Howrah districts in the southeastern part of West Bengal, Purulia and Bankura in the Western part of the state, and Malda, Siliguri and Jaipaiguri in the northern part of the state. It was not possible to cover each and every district of the state and so representative districts from East, South, West and northern parts were selected for the study.

**Tool and Technique**

A standardized tool TASTIE -SA [Teacher Attitude Scale towards Inclusive Education] developed by Sood & Anand of Harprasad Institute of Behavioral Studies was adopted for the survey. Certain modifications of the scale were made on the basis of need of the present study after in-depth analysis of previous research studies and critical discussions with experts. The tool thus modified had 48 questions with two options ‘yes’ and ‘no’. Values of 2 and 1 were ascribed to the options ‘yes’ and ‘no’ respectively. The five broad areas of the attitude scale so developed are:

1. Psychological/Behavioral Aspects of Inclusive Education: This comprised of statements reflecting predispositions of teachers with respect to influence of inclusive education on the pupils. These are mainly related to the perceived effect of various inclusive education strategies on students’ cognitive and affective characteristics.
2. Social and Parents-Related Aspects of Inclusive Education: This area includes the statements concerning teachers’ attitude towards influence of inclusive education on development of social values among school children. It also covers statements related to teachers’ perception of
social and parental support for promoting inclusive education in general educational institutions.

3. Personal Experience and Exposure related Aspects of Inclusive Education: This area includes statements concerning the teachers’ personal experience and exposure to challenged children.

4. Curricular and Co-curricular Aspects of Inclusive Education: This area has statements related to teachers’ perception about teaching methodologies adopted to impart education in inclusive settings, and various curricular and co-curricular activities organized in schools by them to promote inclusive education.

5. Administrative Aspects of Inclusive Education: This area has statements that reflect the teachers’ disposition towards various governmental provisions, infrastructural facilities, provision for teacher development/training as well as commitment of administrative machinery for promoting inclusive education in schools.

The modified self-administering and self-reporting questionnaire with these aspects was a two point scale. The questions were translated into Bengali for the benefit of the teachers and a few questions were added. The tool was tested for reliability and validity. The preliminary draft of the attitude scale was administered on a sample of 250 secondary school teachers of Kolkata and suburbs in West Bengal. The selection of these teachers was made from 35 secondary and higher secondary schools by employing multistage stratified proportionate sampling technique.

Reliability

The reliability of the scale was established by – (a) Test-retest Method and (b) Internal Consistency of the scale. The sample of 250 secondary school teachers, consisting of both male and female school teachers was tested twice with a gap of two months between testing and retesting. The product moment correlation ‘r’, that is the reliability index, was 0.82. Thus the scale was found to be reliable. The internal consistency of the scale was judged by computing the coefficients of correlation between total score on the scale and score on each of the five areas of the scale. The values so deducted established the reliability of the scale.

Validity

The validity of the scale was ascertained on the basis of content validity, cross validity, Item validity and intrinsic validity. The aspects of inclusive education used in the modified scale has been substantially supported by literature available in the area of inclusive education and the views and suggestions sought from various experts at the time of preparing preliminary draft of the scale. Thus the scale can be said to possess adequate content validity.

Each sample of the sample teachers selected for carrying out the item analysis was different entirely from one another in order to avoid the chance of errors of carry over effect and thus it may be said that cross validity of the scale has been ensured. Item validity was established since only those items with t-value of 1.75 or above was retained in the final form of the scale. The intrinsic validity for the scale was ascertained by ensuring internal consistency of the scale through product moment correlation method. The test retest reliability coefficient of 0.82 established the intrinsic validity of the scale.

Procedure of Data Collection

The tool was applied in person and also sent by mail to teachers in some cases. Sufficient time was given to the teachers before collecting their feedback so that the responses were well thought over and not perfunctory. Questions were explained in cases where it was needed by the respondents.

Analysis of data

Table 1 shows analysis of data obtained to show whether there is any influence of B.Ed degree [and hence with exposure to supervised practice teaching] on a teacher’s attitude towards inclusive education.

<table>
<thead>
<tr>
<th>Teacher with B.Ed. degree</th>
<th>Teachers with B.Ed. degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with favourable attitude</td>
<td>32</td>
</tr>
<tr>
<td>Teachers with unfavorable attitude</td>
<td>259</td>
</tr>
<tr>
<td>Total</td>
<td>291</td>
</tr>
</tbody>
</table>

$\chi^2$ Test was applied to test null hypothesis at 5% level of significance.

$\chi^2$ value, computed based on the above data after applying Yate’s correction for continuity

$\chi^2 = \frac{(|32 \times 89 - 20 \times 259| - 400/2)^2 \times 400}{(32+20) \times (259+89) \times (32+259) \times (20+89)} = 3.790$ (rounded to 3 decimal places)

Tabulated value of $\chi^2$ with Degrees of Freedom 1, at $\alpha$-level 0.05 $= 3.841$

Inference

Since the computed $\chi^2$ value is less than the tabulated value at 5% level, the null hypothesis is accepted and we have no reason to believe that B.Ed. degree with planned supervised pedagogical analysis praxis has any influence on a teacher’s attitude towards inclusive education.

Thus hypothesis $H_0$ is accepted.

Table 2 shows analysis of data obtained to show whether there is any significant difference between trained urban and rural teachers [having undergone supervised pedagogical analysis] in their attitude towards inclusive education.

<table>
<thead>
<tr>
<th>Pedagogical Analysis under supervision</th>
<th>Urban teachers with experience of Pedagogical Analysis under supervision</th>
<th>Rural teachers with experience of Pedagogical Analysis under supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with favourable attitude</td>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers with unfavorable attitude</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows analysis of data obtained to show whether there is any significant difference between trained urban and rural teachers [having undergone supervised pedagogical analysis] in their attitude towards inclusive education.
χ² Test was applied to test null hypothesis that 5% level of significance.

χ² value, computed based on the above data after applying Yates’ correction for continuity

\[ \frac{[|66 \times 117 - 29 \times 79| - 291/2]^2 \times 291}{(28+24) \times (24+88)} \]

= 0.029 (rounded to 3 decimal places)

Tabulated value of χ² with Degrees of Freedom 1, at α-level 0.05 = 3.841

**Inference**

Since the computed χ² value is less than the tabulated value at 5% level, the null hypothesis is accepted and we have no reason to believe that area has any influence on a teacher’s attitude towards inclusive education.

Hypothesis H₀ is thus accepted.

Table 3 shows classification of data obtained from the survey questionnaire to show whether there is any significant difference between male and female teachers in their attitude towards inclusive education.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Degrees of Freedom</th>
<th>Sum of Square</th>
<th>Mean Square</th>
<th>Observed F</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed. Degree</td>
<td>1</td>
<td>36</td>
<td>36</td>
<td>36.00</td>
</tr>
<tr>
<td>Personal Experience</td>
<td>1</td>
<td>289</td>
<td>289</td>
<td>289.00</td>
</tr>
<tr>
<td>Error</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Tabulated value of F with Degrees of Freedom 1,1 at α-level 0.05 = 161.4

Thus we observe that:

F value for the factor ‘B.Ed. Degree’ > tabulated F value.

F value for the factor ‘Personal Experience’ > tabulated F value.

Hence the Analysis of Variance indicates that personal experience with differently abled children has a positive influence on a teacher’s favourable attitude towards inclusive education. But no such conclusion can be drawn for B.Ed degree.

**Findings**

It was found that there is no significant difference between trained and untrained teachers in their attitude to inclusion of children with special needs in regular classes. It was also found that there is no significant difference between teachers who had not practised Pedagogical Analysis of lessons in their B.Ed course and those who had done so in their attitude to inclusion of children with special needs in regular classes.

**DISCUSSION**

Pedagogical Analysis of lessons aims at providing an overall vision of transaction of a lesson for effective teaching learning in the class and supposedly should equip a teacher with reflective practices of devising strategies of addressing diversity in the classroom for inclusive education. It is however found that in West Bengal pedagogical analysis of lessons has no effect on the teachers’ attitude to inclusion of children with
special needs while first-hand experience with such children emerges to be crucial. It is thus important for the Government to revisit the curricular practices of teacher education and remodel the pedagogical analysis in a way conducive to inclusive settings.

References


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