

Inclusivity of Text Books Across Different Educational Boards: Teachers Perspective

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Abstract:- The current study has been done with the objective of finding the study of the inclusion of text books of primary and upper primary school of various educational Boards (CBSE, SSC and ICSE) in the context of teachers in particular schools. This is a descriptive study. This study has been done in 5 schools in Mumbai. In this study, teachers of special schools have been taken, in which the number of women was found to be 27 and the number of men 03. The minimum age of all these teachers was 22 years and maximum age was 40 years. Self-built rating-scale was created for this study. The researcher included 12 questions according to his experience under the following 4 parameters in the self-made rating-scale. After preparing a self-made rating-scale, this questionnaire was given to 5 experts, those experts suggested to change some words from the rating-scale according to their thoughts and experience. This was followed by face validity to rating-scale by special experts. The certified rating-scale was sent to schools in Mumbai to compile the data. The rating-scale questions filled by the teachers were rate of 4 marks for full agreed and 3 marks for the agree, 2 marks for disagree, and 1 point for full disagreement. Rating-scale questions have been analysed by compiling data. The study found that there is no significant difference in the perspective of teachers' interesting teachers of primary and upper primary school of various educational Boards.

Explanation of key terms:-

Text Books: - For the present study A descriptive analysis of the degree of inclusiveness of Hindi language textbooks of primary and upper primary schools of different educational boards (CBSE, SSC and ICSE) is being done.

Inclusivity: - For the present study inclusivity will mean character with disability settings of the character portrayed valued roles as active contributors and the label and terminologies used for the character with disability in the texts.

Teachers:- For the present study Teachers will special educators of hearing and visual impairments.

Introduction:- Education is the most important lever for social, economic and political transformation. It is the most potent tool for socioeconomic mobility and a key instrument for building an equitable and just society. Education brings about mainstreaming the marginalised or the excluded and thus acts as an integrative force in society, fostering social cohesion (Planning Commission, 2012). Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (Kohama, 2012)

Review of Literature: - In a study conducted by Rudman & Pearce (1988) Rudman (1995) found that inclusivity in textbooks included people with disabilities in the text, depicted people with disabilities positively, included positive and accurate portrayals of people with disabilities in the text, depicted characters as valuable and active contributors, and used appropriate terminology for the label used for the character.

A study conducted by Biklen and Bogdan (1977) reviewed high school books for children from birth to eight years of age and recommended that books be published for inclusion and portrayals of people with disabilities. Of the books reviewed, ten of the stories included images of people with disabilities. Only six of the ten books had people with disabilities depicted in the story. Disabled people are more likely to be present in books that represent the diversity of society, including people with various disabilities. Nowadays more people with disabilities are being published in books, yet this percentage is still very small compared to the total number of children's books published each year.

In a study conducted by Blaska (2000), Blaska identified over 250 children's picture books that included characters with a disability or illness. Blaska and Lynch read and analysed each of the books to determine whether people with a variety of disabilities were portrayed in the books.

Tracy Beck (2004) Inclusive Children's Literature This study examines factors and characteristics that contribute to inclusion in textbooks that include people with disabilities in the text. The study aims to measure how aware people are of disability.

Leicester, (2007) believes that the absence of disabled characters in literature sends a message that people with disabilities are not interesting or valued by society.

The above study shows that the inclusion of disabled or other vulnerable groups in the textbooks of various educational boards has brought about a change in attitude. The positive portrayal of people with disabilities in literature promotes a positive attitude towards children by portraying all disabled people as independent, equal, and socially active.

Discussion:- The study highlights the significance of inclusivity in textbooks from the perspective of teachers across different educational boards. Teachers recognize the importance of inclusive textbooks in promoting diversity, equity, and social justice in the classroom. They emphasize that textbooks should reflect diverse cultures, languages, and experiences to cater to students' varied backgrounds.

Limitations and suggestions of the study:-

1. This mini-research is limited to Mumbai only. In future, this research can be done in other states as well.
2. In this mini-research, only special schools have been included. For more information, this mini-research can be done in a comparative study from the perspective of teachers of both general and special schools.
3. In this study, the number of judges is less. In future, it can be studied with a larger judgement.
4. In this mini-research, the number of men has been found to be less and the number of women has been found to be more. In future, a comparative study can be done from the perspective of teachers of primary and upper primary schools of different educational boards (CBSE, SSC and ICSE) on the inclusiveness of Hindi language textbooks among men and women.
5. It is a self-made rating scale, which is not humanized.

Conclusion:- The study underscores the need for educational boards to prioritize inclusivity in textbooks and teacher training. By doing so, they can promote diversity, equity, and social justice, ultimately enhancing students' learning experiences and outcomes. Teachers' perspectives play a vital role in shaping inclusive education practices, and their voices should be considered in curriculum development and implementation.

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