

## **The critical study of efficacy level of B.Ed. trainee teachers regarding inclusive education.**

**Dr. Renu Gupta (Principal) Kamla Nehru College of Education**

**Mrs. Lipika Banerjee ,Research scholar Barkatullah University Bhopal.**

### **Introduction**

As directed by our constitution we are considering education for all. In this context we need to welcome all the children in age appropriate class devoid of their physical, psychological or cognitive discrimination. We need to go towards integration devoid of segregation. Inclusions has been a crucial term ,and important issue to be discussed.

In the inclusive schools we struggle to mainstream child with special needs in a class with normal peer classmates. The legislative measures towards equality and civil rights have been important determinants towards inclusive education, but still there are important influences which beckon the inclusive education e.g. Parental attitude, social attitudes, psychological needs, cognitive needs, teacher's attitudes, teacher's efficacy etc.

### **Need of the study**

There are many prerequisites needed for inclusive education system for the fulfillment of the cause. Since the system is imparted in contemporary schools, the normal school teachers must have enough efficacy to fulfill the need of inclusive education.

The present study is done to determine the efficacy of B. Ed. trainee teachers to provide compatibility in an inclusive classroom. Inclusive education differs from integration or mainstreaming model of education, which is concerned principally with disability and special educational needs and it tends to be ready for accommodations by mainstream.

As the legislature states, inclusions are about the child's rights to participate and school's duty to accept the child. Feeling of being included is not limited to physical and cognitive disabilities but also includes the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human differences.

### **Objectives of the study**

1. To study the basic concept of inclusive education among the B.Ed. students.
2. To study the knowledge of psychological needs of child with special needs among trainee teachers.
3. To study the knowledge of cognitive needs of child with special needs among trainee teachers.
4. To study the knowledge of skills needed in inclusive classroom among trainee teachers.

### **Hypothesis of the study**

1. There is no significant difference between trained and untrained B.Ed. students regarding their basic concept of inclusive education.
2. There is no significant difference between trained and untrained teachers regarding their knowledge for psychological needs of CWSN .
3. There is no significant difference between trained and untrained teachers regarding their knowledge of cognitive needs of CWSN.
4. There is no significant difference between trained and untrained teachers regarding their knowledge of skills needed for inclusive classroom.

### **Design of the study**

The present study has been carried out as a descriptive study of B.Ed. students. A group of 40 students had been chosen as a random selection.

A questionnaire had been prepared by the researcher. A pretest of the students had been conducted and scores had been tabulated.

After that a series of lectures had been conducted in the class as prescribed for the B.Ed. course provided by Barkatullah University. By the completion of these lessons a post test had been conducted. The achievement scores had been tabulated.

A comparison of pretest and post test have been done to calculate the efficacy among B.Ed. students towards their compatibility of teaching in inclusive schools.

### **Sample of the study**

A random selection of 40 B.Ed. students have been done For the study.

### **Method for the study**

The study was experimental in nature. Pretest and post test have been conducted. Descriptive statistics was applied to analyze the results. To compare the significance of null hypothesis t -test had been conducted.

### **Tools for the study**

For measuring the learning outcomes researcher prepared self constructed achievement test which was based on various aspects of inclusive education and teaching efficacy.

### **Statistical techniques**

Descriptive analysis of data was conducted. T test have been conducted to get significance of null hypothesis.

Student	Score before the training $X_1$	Score after the training $Y_1$	Difference ( $D_1 = X_1 - Y_1$ )	Difference Squared $D_1^2$
1	10	15	5	25
2	13	10	-3	9
3	16	12	-4	16
4	7	10	3	9
5	12	9	-3	9
6	9	13	4	16
7	15	16	1	1
8	17	18	1	1
9	14	16	2	4
10	11	16	5	25
11	13	17	4	16
12	8	13	5	25
13	10	15	5	25
14	14	17	3	9
15	14	15	1	1
16	16	15	1	1
17	11	16	5	25
18	10	16	6	36
19	14	17	3	9
20	15	18	3	9
21	12	15	3	9
22	11	14	3	9
23	13	16	3	9
24	16	17	1	1
25	15	17	2	4
26	12	14	2	4
27	10	13	3	9
28	9	12	2	4
29	13	15	2	4
30	16	17	1	1
31	10	15	5	25
32	11	14	3	9
33	12	16	4	16
34	9	12	3	9
35	12	15	3	9
36	16	17	1	1
37	15	18	3	9

38	10	15	5	25
39	15	17	2	4
40	13	15	2	4
n=40			Total 100	Total 395

Mean difference =  $100/40 = 2.5$

Standard deviation of difference = square root of  $395 - (2.5)^2 n / n - 1$

$$\text{Square root } 145/39 = \text{sq.root } 3.717 = 1.927$$

$t_1 = 1.927$ , it is the t value for first hypothesis.

In the similar way t value has been calculated for other hypothesis.

The values are –  $t_2 = 1.074$ ,  $t_3 = 1.24$ ,  $t_4 = 0.527$

### Result

We observed that value of  $t_1$  is 1.927 which is in the rejection region of  $H_0$ . That is the scores after the training improved.

The value of  $t_2 = 1.074$ , there is significant improvement regarding knowledge of psychological needs of CWSN after training.

The value of  $t_3 = 1.24$ , there is significant improvement regarding knowledge of cognitive needs of CWSN, after the training.

The value of  $t_4 = -0.781$ , hence there is no significant difference between knowledge and skill needed in an inclusive classroom. Hence we can conclude that skills are needed to be more improved.

### Conclusion

Inclusive education had been very crucial matter to deal in this developmental area. The goal of inclusive education is to provide all students with the most appropriate learning environment and opportunities for them to best achieve their potentials. Role of teachers is very important in this context. Training and skill development will ease the formidable challenge in organizing the various challenges in classroom management.

### References

1. Gosh. K. Sanat (2003) Inclusive education – the Indian context.
2. Howley Cassondra, Faiella M., (2020), Inclusive education- A systematic perspective.
3. Hick Peter, Ruth Kershner (2009), psychology of inclusive education.
4. Dash Neena (2006) inclusive education for children with special needs.

