vi. International practices with respect to the quality of the teacher, teacher recruitment strategy, work conditions and turn over, and diversity management provide us an insight to develop appropriate program suitable for Indian context.

CHAPTER – III

STATEMENT OF THE PROBLEM

3.1. INTRODUCTION

The statement of the problem gives direction to the research process and it must be limited enough in scope to make a definite conclusion possible. (John W. Best, 1986). The selection of topic is followed by refining it into a researchable problem, which needs to include definitions of all terms that could otherwise be misinterpreted. This definition helps in establishing the frame of reference with which the researcher approaches the problem and logic underlying the investigation and gives direction to the data gathering process.

This chapter mainly discusses about the title of the study, operational definition of key terms involved in the title both theoretically and operationally,
objectives of the study, the assumptions based on which the study has been done, the hypotheses of the study, the scope of the present study, the need and importance of the study, limitations and delimitations. In brief, this chapter provides the detailed syntax of the research work done by the investigator.

3.2. TITLE OF THE STUDY

“EFFECTIVENESS OF PROFESSIONAL COMPETENCY BUILDING SELF INSTRUCTIONAL PACKAGE IN LEARNING INCLUSIVE EDUCATION CONCEPTS BY THE B.Ed TEACHER TRAINEES”.

3.3. OPERATIONAL DEFINITIONS OF KEY TERMS

Effectiveness

According to Oxford Dictionary(1975) Effectiveness means, “Being able”, “to bring about the result intended”. The 21st century dictionary gives the meaning, “having the power to produce or provide a desired result”. The Cambridge International dictionary (1986) gives meaning for this word as a “method of achieving something or, something that produces the result intended to”. Tang (1999) gives a new dimension of meaning to the term effectiveness, as “the difference between the treated and the control groups in proportion of the events of complete or almost complete overall recovery”. Chambers twentieth century dictionary (1975) gives the meaning for ‘effectiveness’ as “being successful in producing a result or effect”.

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According to Business Dictionary, Effectiveness means “Integrated enactment of knowledge, skills, and values/attitudes that define the domains of work of a particular health profession applied in specific care contexts”.

In this study, effectiveness refers to the impressive results in the learning of Inclusive Education concepts consequent to the implementation of the Self-instructional package. Effectiveness refers to the degree of realization of the objectives. It also refers to the degree of realization of higher level of attainment in knowledge and teaching competency wise.

**Professional competency**

Teachers are sculptors who shape and mould the personality of their students. In doing their job of shaping the pupils effectively, through their professional activities, they need certain competencies. Specially, the teachers working in general schools with special children need to be competent in acquiring certain qualities and skills. There are two sets of qualities that characterize a successful professional teacher: Professional characteristics and professional competencies (Whitty 1996). Professional characteristics include knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system, and the teacher’s role. In India, for example, the Sarva Shiksha Abhiyan initiative, launched in 2003 in the Chennai District of Tamil Nadu, introduced activity-based learning in multi-grade classes. Drawing on a Montessori approach it aims to foster self-learning by allowing a child to study according to his/her aptitude and skill in the Tamil language. Under the system, the curriculum is divided into small units with each group of self-learning materials comprising of attractively designed study cards for English, Tamil, mathematics, science and social science. When a child finishes a group of cards, s/he
completes one ‘milestone’. Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do mathematics and science, or understand a concept. The child takes up an exam card only after completing all the milestones in a subject. If a child is absent one day, he/she continues from where he/she left unlike in the old system where the children had to learn on their own what they missed out on.

The Oxford Concise Dictionary (1990) gives meaning to ‘competence’ as “ability, the state of being competent; ‘competent’ as “adequately qualified or capable, effective”.

The Oxford Advanced Learners’ Dictionary (1996) gives the meaning of ‘competence’ as “being able to”, and ‘to be competent’ as “having the necessary ability, authority, skill, knowledge, etc.

The Hutchinson Encyclopedic Dictionary (1994) defines competency as “being competent”.

“Competencies can be operationalized and assessed by linking them with professional activities.” (Ten Cate, 2005, p. 1176) Professional competency means, the capability to perform the duties of one’s profession generally, or to perform a particular professional task, with skill of an acceptable quality.

According to Mwiseneza Rosine (2014) the word professional Competency means, “the personal attitude that one acquire either by the family culture and community you live in. they include commitment, team work, respect, love, analysis and so on. Additionally these quality or core values determine your working capacity in any working environment from others”.
U.S. National Library of Medicine defines Professional Competency as “the capability to perform the duties of one's profession generally, or to perform a particular professional task, with skill of an acceptable quality”.

According to Munby, Russell, & Martin, 2001, professional competency of teacher educators consists of expertise—what they need to know and be able to do.

Operationally professional competency in this present study is defined as the skill performed with a positive attitude, inculcating in themselves good attributes that are valued by the professional bodies, connected to the inclusive educational settings, and acquiring the required knowledge pertaining to inclusive education concepts.

**Self-Instructional Package**

The self-instructional package (SIP) motivates the teacher in ensuring optimum assimilation of instructions to learners. The Investigator has attempted to design the SIP module on Inclusive education concepts that will contribute to achieve the expected results in the B.Ed., teacher trainees. This approach provides an opportunity for the teacher and the taught to mutually share the responsibility in learning. All the features in the self-instructional package would make learning more meaningful and effective. The development progress and academic achievement of the B.Ed teacher trainees always depend upon their own performance. According to Burns, (1971), Modular instruction allows the student to proceed at his own rate and in his own learning mode.

The operational definition, the Self-Instructional package in the present study could be defined as self-explanatory, self-reflecting material and self - activity oriented package which provides quality of perceptual knowledge, comprehensive
understanding of the concepts, allows periodical feedbacks to assess the progress and develop skills to progress towards professional maturity.

**Inclusive Education Concepts**

Inclusive education is a process whereby the school systems, strategic plans, and policies adapt and change to include teaching strategies for a wider more diverse range of children and their families. Inclusive education implicitly means to identify a child’s learning style and adapt the classroom and teaching strategies to ensure high quality learning outcomes for all members of the class. Everyone is important, unique and valued for their contribution to the school (Donna Lene, 2000). Inclusive schooling implies that all children, regardless of the severity of their disability and the nature of their needs, should be taught in the regular class in the neighborhood school (Jenkinson, 1997). According to UNESCO (2010) inclusive education is the active, intentional and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within (and change) systems and institutions.

According to the Article 24 of UNCRPD, the right of persons with disabilities to an inclusive education without discrimination and on the basis of equal opportunity. The Article 24 poses an obligation to States Parties to ensure an inclusive education system at all levels, including lifelong learning. The core elements of the article are the establishment of the principle of non-discrimination, and the emphasis on achieving a common learning environment that guarantees the presence, participation and development for persons with disabilities. The key element of an
inclusive education system is the provision of reasonable accommodation to students with disabilities. Therefore, parties to the Convention are further required to ensure that reasonable accommodation to children and adults with disabilities is provided at all levels (e.g. primary, secondary, tertiary, academic, as well as lifelong learning) and in all spheres (public and private) of the education system. Halvorsen and Neary (2001) in their Book, *Building inclusive schools: Tools and strategies for success*, stated that Inclusive education, according to its most basic definition, means that students with disabilities are supported in chronologically age-appropriate general education classes in their home schools and receive the specialized instruction delineated by their individualized education programs within the context of the core curriculum and general class activities.

In the present study, the operational definition of the Inclusive education concepts refers to the origin of Inclusive education, types of inclusion, the characteristics of the inclusive practices, the principles of inclusion, the policies and legislative framework on inclusive education, aspects that promote inclusive education, environment and accessibility for the promotion of inclusive education, etc.

### 3.4. OBJECTIVES OF THE STUDY

#### The main Objective of the study

The main objective of the study is to find out the effectiveness of Professional Competency Building Self -Instructional Package on Inclusive Education concepts among the B.Ed teacher trainees.

#### Specific Objectives
1. To prepare a procedure to assess the existing knowledge of B.Ed teacher trainees in learning Inclusive Education concepts to handle children with disabilities.

2. To prepare a procedure to assess the existing professional competency of B.Ed teacher trainees in learning Inclusive Education concepts to handle children with disabilities.

3. To assess the existing knowledge of B.Ed teacher trainees in learning Inclusive Education concepts to handle children with disabilities.

4. To assess the existing professional competency of B.Ed teacher trainees in learning Inclusive Education concepts to handle children with disabilities.

5. To develop the Professional Competency Building Self-Instructional Package for B.Ed teacher trainees in learning Inclusive Education concepts to handle children with disabilities.


7. To find out the levels in the existing knowledge of the whole group of B.Ed., teacher trainees in learning Inclusive Education concepts to handle children with disabilities.

8. To find out the levels in the knowledge of the experimental group B.Ed., teacher trainees in learning Inclusive Education concepts to handle children with disabilities at pre and post stages
9. To find out the levels in the professional competency of the experimental group B.Ed., teacher trainees in learning Inclusive Education concepts to handle children with disabilities at pre and post stages.

10. To find out the mean score difference in knowledge of B.Ed teacher trainees of experimental group in learning Inclusive Education concepts to handle children with disabilities at pre and post stages.

11. To find out the mean score difference in the professional competency of B.Ed teacher trainees of experimental group in learning Inclusive Education concepts to handle children with disabilities at pre and post stages.

12. To find out how far and to what extent the gap is closed in knowledge of B.Ed teacher trainees after implementing the Professional competency-building self – instructional package in learning Inclusive Education concepts to handle children with disabilities.

13. To find out how far and to what extent the gap is closed in professional competency of B.Ed teacher trainees after implementing the Professional competency-building Self – instructional package in learning Inclusive Education concepts to handle children with disabilities.

14. To find out the gain score in knowledge and professional competency of B.Ed teacher trainees of experimental group in learning Inclusive Education concepts to handle children with disabilities at pre and post stages.

15. To find out the correlation between knowledge and professional competency of B.Ed teacher trainees of experimental group in learning Inclusive Education concepts to handle children with disabilities.
16. To find out the significant differences, if any, in the knowledge of the experimental group B.Ed teacher trainees in learning Inclusive Education concepts to handle children with disabilities due to variations in their personal variables (Gender, Age, Religion, Community, Locality, Marital Status, Type of family, Parental Education, Parental Occupation and Parental Income).

17. To find out the significant differences, if any, in the professional competency of the experimental group B.Ed teacher trainees in learning Inclusive Education concepts to handle children with disabilities due to variations in their personal variables (Gender, Age, Religion, Community, Locality, Marital Status, Type of family, Parental Education, Parental Occupation and Parental Income).

3.5. ASSUMPTIONS OF THE STUDY

The present study on the effectiveness of professional competency-building self-instructional package in learning inclusive education concepts for B.Ed teacher trainees has got the following assumptions.

1. It is possible to develop Self-instructional package on Inclusive Education concepts to handle Children with Disabilities

2. The Professional competency based self-instructional package on Inclusive Education concepts to handle Children with Disabilities will improve the professional competency among B.Ed teacher trainees.

3.6. HYPOTHESES
1. There exist different levels of the knowledge among B.Ed teacher trainees group as a whole in learning inclusive education concepts to handle children with disabilities before treatment.

2. There exist different levels in the knowledge of B.Ed., teacher trainees of experimental group in learning inclusive education concepts to handle children with disabilities at pre and post stages.

3. There exist different levels in the professional competency of B.Ed., teacher trainees of the experimental group in learning inclusive education concepts to handle children with disabilities at pre and post stages.

4. There is a significant difference in the mean scores of knowledge among B.Ed teacher trainees of experimental group in learning inclusive education concepts to handle children with disabilities at pre and post stages.

5. There is a significant difference in the mean scores of professional competency among B.Ed teacher trainees group as a whole in learning inclusive education concepts to handle children with disabilities at pre and post stages.

6. The gap will be closed in the knowledge of B.Ed teacher trainees after implementing the Professional Competency Building Self Instructional Package in learning inclusive education concepts to handle children with disabilities.

7. The gap will be closed in the professional competency of B.Ed teacher trainees after implementing the professional competency building self instructional package in learning inclusive education concepts to handle children with disabilities.
8. There is a significant difference in the gain scores of knowledge and professional competency among B.Ed teacher trainees of the experimental group in learning inclusive education concepts to handle children with disabilities at pre and post stages.

9. There exist positive correlation between the knowledge and professional competency of B.Ed teacher trainees of experimental group on inclusive education concepts to handle children with disabilities.

10. There is a significant difference in the knowledge of the experimental group of B.Ed teacher trainees in learning inclusive education concepts to handle children with disabilities due to variations in their personal variables (Gender, Age, Religion, Community, Locality, Marital Status, Type of family, Parental Education, Parental Occupation and Parental Income)

11. There is a significant difference in the professional competency of the experimental group of B.Ed teacher trainees in learning inclusive education concepts to handle children with disabilities due to variations in their personal variables (Gender, Age, Religion, Community, Locality, Marital Status, Type of family, Parental Education, Parental Occupation and Parental Income)

3.7. SCOPE OF THE STUDY

In the present scenario, it is very essential for teachers to update themselves in order to meet the challenges of inclusive classrooms. Compared to other professions in India, teaching profession requires more qualified and more skilled teachers, right from the primary level even unto higher education level. Training for sensitization
towards disability and inclusion issues, and how to converge efforts for effective implementation of programmes, are important concerns. Different disabilities require different supports. The number of skilled and trained personnel for supporting inclusive practices is not adequate to meet the needs of different types of disability. The curriculum lacks the required flexibility to cater to the needs of children with disabilities. There are limited developmentally appropriate teaching–learning materials for children both with and without disabilities. The teaching–learning process addresses the individual learning needs of children in a limited way. So, there is a great need for training teachers in these areas to cater to the needs of the children with disabilities. The investigator intended to find out the existing knowledge and professional competencies of the teacher trainees to handle children with disabilities in an inclusive class rooms.

The prime focus of the study is to find out the existing knowledge and professional competencies of teacher trainees to handle children with disabilities in inclusive settings and also aims to develop professional competency among B.Ed teacher trainees on inclusive education concepts. The study also aims to develop a scale to assess the professional competencies of teacher trainees on Inclusive Education concepts to handle children with disabilities. The investigator had intended to introduce the Professional Competency Building Self-Instructional Package in learning Inclusive Education concepts for B.Ed teacher trainees. The study also focuses to find out the effects of different variables such as the gender, age, religion, locality, and marital status, type of family, parental education, parental occupation
and parental income on knowledge and professional competency of the B.Ed teacher trainees.

All over the world, children with disabilities are in need of educational needs. In order to meet these needs, teachers must be trained in the areas of Inclusive Education. And every teacher, in order to effectively reach inclusive practices in their classrooms must be equipped with proper knowledge and professional competency in the concepts of Inclusive Education, such as the Inclusive children, their characteristics, their needs, their educational needs, the policies and legislative frameworks of Inclusive Education, etc. Such a knowledge of Inclusive concepts will certainly build confidence, competence, positive attitudes among the teachers. Traditional professional development methods and the in-service training have not been highly successful in providing the necessary changes in attitudes to make inclusive schooling a reality for children with disabilities. Consequently, it has become essential to search for new methods of professional development to be explored to promote inclusive education. The present study aims at contributing towards the Knowledge and Professional competency development, using a Professional Competency Building Self-Instructional Package in learning Inclusive Education concepts right at the teacher training stage. This package would certainly promote the knowledge and professional competencies of the teacher trainees and prepare and them to handle the children with various disabilities in an Inclusive setup.

3.8. NEED FOR THE STUDY

In general education set up, teachers are responsible for providing suitable programmes for all kinds of children viz., the normal children, gifted children, and
children with special needs, etc. Well trained teachers can better cater to the needs in such a situation.

Several studies have been done in the areas of disabilities, causes for disabilities, identification and assessment, intervention strategies for children with disabilities and on the effects of inclusion of children with disabilities in general education classrooms. There are many positive effects of inclusion where both the students with special needs along with the normal students in the classroom will receive the benefit. Research has shown positive effects for children with disabilities in areas such as reaching Individualized Education Programme (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes and post school adjustments. Positive effects on children with disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers. Julie Michael and Jayne Griffin (2007) studied on the “Inclusion and disability awareness Training for Education”. Ann Nevin and Judith Cohen et al. (2007) reviewed the student teacher perspectives on Individual Education. Anne Morane (2007) made a study on Embracing Inclusive Teacher Education. CharuVerma (2007) carried out a study on improving quality of Elementary Education by monitoring professional competencies of teachers for inclusive education. Jackie Lambe (2007) studied on student teachers, special educational needs and Inclusive Education, reviewing the potential for problem based and learning Pedagogy to support practice. Julie Lancaster, Allan Bain (2007) conducted a study on the design of Inclusive Education Courses and the self-efficacy of Pre-service Teacher Education Students. Panayiotis Angelides, Tasoula Stylianou, Paul Gibbs (2006), reviewed the preparing teachers for
inclusive education in Cyprus. Peter Farrell, Allan Dyson, Feliz Polat, Graeme Hutcheson, Frances Gallannaugh (2007) made a study on inclusion and achievement in mainstream schools. Jackie Lambe, Robert Bones (2006), studied on student teachers’ perception about inclusive classroom teaching in Northern Ireland prior to teaching practice experience. C. Evans, M. Waring (2006), made a review on towards inclusive training education sensitizing individual to how they learn. The concept of inclusive education is gaining momentum and needs a number of research bases for successful implementation of the programme.

The concept of inclusive education has become the need of the hour in the present educational scenario, where children with and without disabilities learn together. Throughout the world, studies are being conducted on Inclusive Education. In India this concept is slowly taking a form and few studies are being conducted. National Curriculum for teacher education (1988) has articulated the essence of teacher education in its call for teacher education to be responsive to the vital concerns of regional, social, gender, class and locale disparities in education. It wanted the teacher education to provide training in specific competencies like designing local specific curriculum and learning experiences, and compensatory education for disadvantaged children. Curriculum Framework for Quality Teacher Education (1998) also wanted teacher education to equip teachers with competencies needed to deal with discrimination, disparities and inequalities. However, in teacher education emphasis remains largely on developing teachers’ awareness of special children and its diagnostic aspects (Sadhu, 2001). Special education is an optional paper and the content is too theoretical with no provision or arrangement for practical
experiences (Swarup, 2001). The benefit of teacher training curricula is clearly seen in the study undertaken by Loreman, Sharma, Forlin and Earle, who investigated the training of international pre-service teachers preparing for teaching in inclusive classrooms. The results showed that pre-service teachers who were offered this kind of ‘additional training and experience with people with disabilities’. (Loreman et al., 2005:1) developed more confidence and had more positive attitudes towards implementing inclusive practices. This led the research team to conclude that: … pre-service programmes should consider the mandatory inclusion [emphasis added] of these aspects in their programmes, especially as the practice of inclusive education becomes more prominent in schools …(ibid.:30). Jobling and Moni (2004) reported that pre-service teachers’ attitudes toward including students with disabilities were more positive following university course work. They further showed the teachers’ perceptions of the learning and behavioral characteristics of students with disabilities appear to mediate teacher behavior and may influence classroom learning and dynamics and may also be an indicator of teacher disposition. Stainback and Stainback (1984), advocated for full inclusion, and suggested a merger of regular and special education into one unified system. They felt that meeting the educational needs of all students did not warrant a dual system, that a dual system is inefficient. In a later publication, they stated categorically that: ‘An inclusive school or classroom educates all students in the mainstream. This means that all students, including students with learning and physical disabilities, at-risk, homeless, and gifted are included in integrated, general education classes … no students, including those with disabilities, are relegated to the fringes of the school by placement in segregated wings, trailers, or special classes’ (Stainback & Stainback, 1992: 34). Inclusive
education stands for a process of fighting for the inclusion of people with disabilities in the mainstream education system. Education for all is closely connected to the work for equal rights of people with disabilities and against their social exclusion. Education is seen as key to a society that is ready to welcome a wide diversity of different abilities (Ainscow, 2000).

In a review of the Indian literature on inclusion, Singal (2005: 331-349) found that though the states were on the one hand pushing for mainstreaming for students with disabilities, on the other hand teacher preparation programmes were classified separately, as either general education or special education. Singal’s other findings are given below. In B.Ed and M.Ed programmes, special education is an optional paper, the content is theoretical, and no practical experience is given. The majority of the training programmes focus on issues relating to a single disability. Because of the inadequacy of educational training programmes, teachers who are willing to work with children who have learning and other disabilities lack the necessary training to do so. The current propositions and arguments for inclusive education have still remained at ‘the level of theory and no concrete steps or processes have been undertaken or systematically developed’. Teacher preparation programs have not reformed the training process in order to meet the needs of future teachers in serving students with disabilities. Loreman et al. (2007) concluded that if pre-service teachers are going to develop positive attitudes towards inclusive education, they need opportunities for direct interaction with people with disabilities, instruction on policy and legislation relating to inclusive education, and opportunities to gain confidence in practical teaching situations with students with disabilities.
Few attitudinal surveys indicate the receptivity from regular school teachers to take a child with special needs, if adequate training inputs are given to handle such children in class. Regular teachers will require two kinds of support, to get in-service training on handling the children with special needs, and support from a resource teacher in planning and teaching of children with special needs. From the above studies it is evident that teacher training plays a major role for successful implementation of inclusive education. Once student teachers are exposed to the concepts of inclusive education and trained with teaching and learning strategies of inclusive education, this would promote positive attitude among the prospective teachers which in turn leads for successful inclusion. Keeping this in mind, the present study was undertaken to training teachers at secondary school level on inclusive education concepts right from their pre-service training period. The study aims at bringing about a significant change in the knowledge, understanding of the inclusive education concepts and develop professional competency among the B.Ed teacher trainees. If they are trained with the above concepts then the exclusion will lose its significance and a least restrictive environment will favor special children to excel. Thereby there won’t be any disparity or indifference among the normal children and the special children. As there is a predominant need for research in this area for successful implementation of Inclusive education, the present study has its own significance.

3.9. DELIMITATIONS OF THE STUDY

1. The study was confined to B.Ed teacher trainees and this is considered as a representative of all prospective teachers.