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APPENDIX I

List of Experts

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Former Head, Department of Education [CASE & IASE]
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5. **Prof. D. R. Goel**
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Central Institute of Educational Technology [CIET]
National Council of Educational Research and Training [NCERT]
New Delhi.
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- 7. Prof. N. Pradhan**
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- 10. Prof. Ashutosh Biswal**
Professor of Educational Evaluation
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- 11. Prof. K. Pushpanadham**
Professor of Educational Management
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14. **Dr. I. P. Gorawmma**
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15. **Dr. Bharati**
Assistant Professor
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Gujarati Language Experts

17. **Dr. Suresh Makwana**
Assistant Professor
Department of Arts and Social Sciences
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18. **Prof. Bharat Mehta**
Department of Gujarati
Faculty of Arts
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APPENDIX II

Factor Rating Scale



Department of Education [CASE & IASE]

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda

Vadodara: 390 002

Phone (O): 0265 2795516, 0265 2792631, 0265 2784969

Date: 15.02.2016

To,

Subject: Rating to the Traits which seem to be contribute Inclusive Education Teaching Aptitude

Sir/Madam,

I (**Dr. H. S. Mistry**) am working for my Post-Doctoral research work on **Construction and Standardization of an Inclusive Education Teaching Aptitude Test [IETAT]** at the Department of Education [CASE & IASE], Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. In connection with this research work, a list of factors that seem to contribute in inclusive education teaching aptitude is given in the form of rating scale attached herewith. Kindly rate the factors in 5 point scale ranging from Most Important (MI, 5) to Not Important at All (NI, 1). You can also add the related important factor(s) which is/are not found in the list. Your views based on your experience will be of valuable help for my investigation. Please return the questionnaire at the earliest possible convenience to the above address.

Thanking you in anticipation,

Sincerely,

Dr. H. S. Mistry
UGC-PDF

Rating Scale for Importance of Traits for Teaching in Inclusive Education

Sr. No.	Trait	MI	SI	CS	LI	NI
		5	4	3	2	1
1	Knowledge about inclusive education					
2	Dealing with parents					
3	Awareness about inclusive education					
4	Acceptance of responsibilities					
5	Role of new teacher in inclusive education					
6	Skills required for teaching in inclusive classroom					
7	Teachers' attitude towards inclusive education					
8	Identification of disabilities					
9	Knowledge about disabilities					
10	Dealing with SwSN					
11	Readiness to accept SwSN					
12	Attitude towards disabilities					
13	Readiness for teaching in inclusive setting					
14	Knowledge about inclusive teaching methods					
15	Attitude towards SwSN					
16	Support to SwSN					
17	Readiness to teach SwSN					
18	Ability to teach SwSN					
19	Ability in grouping the students with SwSN					
20	Ability to make classroom inclusive					
21	Knowledge about teaching techniques required for inclusive classroom					
22	Ability to adapt instruction as per the need of SwSN					
23	Role in promoting inclusive education					
24	Ability to apply assistive technologies					
25	Knowledge about inclusive models and strategies					
26	Ability to adjust curriculum to suit SwSN					
27	Skills to manage inclusive classroom					
28	Competency in assessing the SwSN					
29	Teachers' behavior with SwSN					
30	Professional development of teacher					
31	Use of strategies for classroom management					
32	Ability in promoting classroom climate					
33	Proficiency in group analysis					
34						
35						
36						

(MI=Most Important, SI=Somewhat Important, CS=Can't Say, LI=Least Important, NI=Not Important)

APPENDIX III

Forwarding Letter to SMEs for Validation of IETAT

Dr. H. S. Mistry

UGC-Dr. S. Radhakrishnan Post-Doctoral Fellow

Department of Education (CASE)

Faculty of Education and Psychology

The M. S. University of Baroda

Vadodara-390002, Gujarat.

Date:10.05.2016

To,

Subject: Validation of IETAT

Respected Sir/Madam,

This Inclusive Education Teaching Aptitude Test (IETAT) is constructed for measuring teaching aptitude of pre-service teachers (B.Ed.-I) on inclusive education. 100 items with four alternatives are given. Looking to your expertise in the field of Inclusive Education, I seek your valuable suggestions/comments on the suitability of five components, items framed and alternatives related to items. You may also suggest some points/questions that could be covered in this IETAT. Also rate the items in the Item Rating Scale attached with this test. I request you, please, spare your precious time for validating this IETAT which in turn will help me in conducting quality research. I shall be grateful to you for your invaluable help.

Thanking you,

**Dr. H. S. Mistry**

UGC-DSRPD Fellow

APPENDIX IV**Draft IETAT****Inclusive Education Teaching Aptitude Test (IETAT)**

Dear Friend,

This Inclusive Education Teaching Aptitude Test (IETAT) is constructed for measuring your teaching aptitude for inclusive education. 100 items related to your thought about the Inclusive Education are given in this booklet. Four alternatives are given with every item. Read every items carefully and give your answer by tick (✓) marking in the square ☐ box against the appropriate alternative as per best of your knowledge. You are assured that the all the information provided by you will be kept strictly confidential and will be used for research purpose only.

Thanking you,

Dr. H. S. Mistry
UGC-DSRPD Fellow

General Information

(Please tick (✓) mark in the appropriate square ☐ box given against every items.)

Name:

Age: ☐ Less than 20 years ☐ 26 to 30 years
☐ 21 to 25 years ☐ More than 30 years

Gender: ☐ Male ☐ Female

Habitat: ☐ Urban ☐ Rural
☐ Semi-urban

Caste Category: ☐ General ☐ SC
☐ OBC/SEBC ☐ ST

Stream: ☐ Arts ☐ Science
☐ Commerce ☐ Other (please specify)

Educational Qualification:

<input type="checkbox"/> B.A.	<input type="checkbox"/> M.A.	<input type="checkbox"/> M.Phil.
<input type="checkbox"/> B.Com.	<input type="checkbox"/> M.Com	<input type="checkbox"/> Ph.D.
<input type="checkbox"/> B.Sc.	<input type="checkbox"/> M.Sc.	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	

Teaching Experience: Yes ☐ No ☐

• If yes, type of school: ☐ Government ☐ Private
☐ Other (please specify) _____

Experience in teaching SwSN: ☐ Yes ☐ No

Interaction with PwSN: ☐ Yes ☐ No

Knowledge about Inclusive Education

1. In inclusive education, a teacher need to be sensitive to the
 - (a) need of principal ☐
 - (b) need of other teachers ☐
 - (c) need of school ☐
 - (d) need of students ☐

2. In inclusive education, teacher needs to recognize _____ of students.
 - (a) age differences ☐
 - (b) individual differences ☐
 - (c) mental differences ☐
 - (d) physical differences ☐

3. Inclusive school teachers should have strong skills in conducting
 - (a) action research ☐
 - (b) descriptive Research ☐
 - (c) survey research ☐
 - (d) correlation research ☐

4. As a new teacher in inclusive school, you will
 - (a) criticise other teachers' work ☐
 - (b) participate with experienced teachers of school ☐
 - (c) advice to principal and other teachers ☐
 - (d) try to show your superiority ☐

5. Inclusive education programme do NOT focus on
 - (a) the accommodation of CwSN into a general school setting ☐
 - (b) the restructuring of schools to accept and provide for the needs of all students ☐
 - (c) inclusion of other weaker section children ☐
 - (d) slow learners ☐

6. The ultimate goal of inclusive education is

- (a) to teach minority students
- (b) to teach SwD
- (c) to teach all students together
- (d) to teach slow learners

7. Teaching in inclusive classroom requires

- (a) a wide range of skills and dispositions to meet a diverse student population
- (b) micro teaching skills
- (c) reflective behaviour
- (d) social and communication skills

8. One of the difficulty in promoting inclusive education is

- (a) lack of SwSN
- (b) lack of trained teachers
- (c) lack of policy and provisions
- (d) lack of inclusive schools

9. As a inclusive school teacher, you will make linkages of school with

- (A) special school practices
- (B) community based rehabilitation programmes
- (C) other board schools
- (D) global school practices
- (a) Only (A)
- (b) Only (C)
- (c) Both (A) and (B)
- (d) Both (C) and (D)

10. Looking to education through an inclusive lens, the failure of child is because of

- (a) child himself
- (b) education system
- (c) parents
- (d) teacher

11. Enrolling CwSN in regular schools can

- (a) affect the performance of other students
- (b) help CwSN to normalize their life to some extent
- (c) lead less enrolment of normal students
- (d) affect the quality of education

12. Inclusion involves

- (a) keeping students with diverse needs in regular classrooms
- (b) keeping students with diverse needs in segregated classrooms
- (c) normal students in general classrooms
- (d) students with diverse needs in special classrooms

13. Learning in inclusive classroom should NOT be

- (a) active
- (b) in group
- (c) participative
- (d) passive

14. Which among the following can be considered as a fundamental component on inclusive education?

- (a) Collaborative work among teachers and stake holders
- (b) Individual teaching of teachers
- (c) Policy making process
- (d) Proper funds

15. Which of the following is NOT an inclusive education?

- (a) A set of best practice strategies coupled with the moral view that all students being value to the general education classroom.
- (b) Philosophy where all students are valued and supported to participate meaningfully with each other.
- (c) SwSN receive special education services in the general education classroom.
- (d) Keeping students with special needs in regular classroom

16. Which model of disability the inclusive education is based on?

- (a) Medical
- (b) Philosophical
- (c) Psychological
- (d) Social

17. At pre-service teacher training, inclusive education subject should be

- (a) compulsory
- (b) in some contents only
- (c) optional
- (d) not given

18. Quality inclusion is based on

- (a) determining students' placement in general school
- (b) creating an environment that supports and include all learners
- (c) including all SwSN in special schools
- (d) providing home based education to all SwSN

19. The increase of drop-out rate of SwSN from general schools is the failure of

- (a) school
- (b) SwSN
- (c) system
- (d) teachers

20. As a inclusive classroom teacher, which opportunity will you give to parents of CwSN?

- (a) To collaborate in decision making about the placement, information and services of their child
- (b) To participate in school functions
- (c) To share information about the achievement of their child
- (d) To take care in completing the home assignments of their child

Perceived Ability to Identify Disabilities

21. Observe the given figure carefully and select the correct alternative that depicts the types of disability in a circle.

- (a) Blind, Deaf, Orthopaedic handicap, Mentally retarded
 (b) Deaf, Orthopaedic handicap, Mentally retarded, Blind
 (c) Mentally retarded, Blind, Deaf, Orthopaedic handicap
 (d) Orthopaedic handicap, Mentally retarded, Blind, Deaf

☐
☐
☐
☐


22. Which day is celebrated as the International Day of Persons with Disabilities every year across the planet since 1992?

- (a) March 3
 (b) June 3
 (c) September 3
 (d) December 3

☐
☐
☐
☐

23. Which of the following act was amended for equal opportunity, protection of rights and full participation of disabled?

- (a) RCI Act, 1992
 (b) PwD Act, 1995
 (c) NT Act, 1999
 (d) RTE Act, 2009

☐
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☐
☐

24. Based on organic model, which among the following presents the functional inter-relationship of the terms?

- (a) Impairment → Disability → Handicap
 (b) Handicap → Disability → Impairment
 (c) Disability → Impairment → Handicap
 (d) Impairment → Handicap → Disability

☐
☐
☐
☐

25. Abnormalities of body structure in appearance and organ or system function is

- (a) impairment
- (b) disability
- (c) handicap
- (d) psychic

26. Your one of the student who can't see properly because of faulty image formation is an example of

- (a) impairment
- (b) disability
- (c) handicap
- (d) retardness

27. Children who face difficulty in speech and language development may have

- (a) hearing impairment
- (b) mental retardation
- (c) orthopaedic handicap
- (d) visual impairment

28. A child with artificial limb not able to play outdoor games like as normal peers is an example of

- (a) hearing impairment
- (b) mental retardation
- (c) orthopaedic handicap
- (d) visual impairment

29. Lower level intellectual functioning and problem in social adaptability is the sign of

- (a) hearing impairment
- (b) mental retardation
- (c) orthopaedic handicap
- (d) visual impairment

30. Match the column A with column B.

	Column A		Column B
i)	IQ range of Educable Mentally Retarded (EMR)	i)	Personal adjustment
ii)	One of aim of general education programme for EMR children	ii)	Condition
iii)	One of the best learning experience for EMR children	iii)	50-70
iv)	Mentally retardation	iv)	Action oriented teaching

- (a) i-i, ii-ii, iii-iii, iv-iv
 (b) i-ii, ii-iii, iii-iv, iv-i
 (c) i-iv, ii-iii, iii-ii, iv-i
 (d) i-iii, ii-i, iii-iv, iv-ii

31. Match the column A with column B.

	Column A		Column B
i)	Mild hearing loss	i)	May hear very loud environmental sounds only
ii)	Moderate hearing loss	ii)	May hear loud environmental sounds
iii)	Severe hearing loss	iii)	Difficulty in hearing conversational speech
iv)	Profound hearing loss	iv)	Trouble in hearing and understanding soft speech in noisy background

- (e) i-i, ii-ii, iii-iii, iv-iv
 (f) i-ii, ii-iii, iii-iv, iv-i
 (g) i-iv, ii-iii, iii-ii, iv-i
 (h) i-iii, ii-iv, iii-i, iv-ii

32. CwOI should not be over protected in class because

- (a) it may develop habit of demanding extra attention
 (b) it may develop habit of demanding more learning
 (c) it may develop habit of demanding extra materials
 (d) it may develop habit of demanding leave

33. Match the column A with column B.

	Column A		Column B
i)	SwVI	i)	Visual and tactile aids for learning
ii)	SwOI	ii)	Speech therapy
iii)	SwHI	iii)	Calipers
iv)	SwMR	iv)	Abacus for mathematics learning

- (a) i-i, ii-ii, iii-iii, iv-iv
 (b) i-ii, ii-iii, iii-iv, iv-i
 (c) i-iv, ii-iii, iii-ii, iv-i
 (d) i-iii, ii-iv, iii-i, iv-ii

34. By which approach the CwMR can be identified?

- (a) Cognitive
 (b) Sensory
 (c) Behavioural
 (d) Organic

35. Match the column A with column B.

	Column A		Column B
i)	2005	i)	World Education Forum Framework for Action, Dakar, (EFA goals + MDGs)
ii)	2000	ii)	The World Declaration of EFA (Jontien Declaration)
iii)	1994	iii)	UN Disability Convention on rights of PwD & mainstreaming in development
iv)	1990	iv)	Salamanca Statement & Framework for Action on special needs education

- (a) i-i, ii-ii, iii-iii, iv-iv
 (b) i-ii, ii-iii, iii-iv, iv-i
 (c) i-iii, ii-i, iii-iv, iv-i
 (d) i-iii, ii-iv, iii-i, iv-ii

36. Education of CwSN should be the responsibility of

- (a) Department of education
- (b) Ministry of welfare
- (c) Department of disability affairs
- (d) Non-government organizations (NGOs)

37. The teachers will show remarkable readiness to enrol and teach CwSN if they are

- (a) aware about the disabilities
- (b) liking to CwD
- (c) interested in social service
- (d) highly qualified

--

38. Match the column A with column B.

	Column A		Column B
i)	Impairment	i)	Inability to perform an activity considered normal for human being
ii)	Disability	ii)	Limitation or prevention in fulfilment of roles as normal human being
iii)	Handicap	iii)	Abnormality of a body structure or function

- (a) i-i, ii-ii, iii-iii
- (b) i-ii, ii-iii, iii-i
- (c) i-iii, ii-i, iii-ii
- (d) i-iii, ii-ii, iii-i

39. In the followings columns, information related to orthopaedic impairment are given. Match the column A with column B.

	Column A		Column B
i)	Orthopaedic impairment	i)	Mobility
ii)	Teaching strategy	ii)	Congenital anomalies
iii)	Main problem	iii)	Suitable seating arrangement

(a) i-i, ii-ii, iii-iii

(b) i-ii, ii-iii, iii-i

(c) i-iii, ii-i, iii-ii

(d) i-iii, ii-ii, iii-i

40. In the followings columns, information related to visual impairment are given. Match the column A with column B.

	Column A		Column B
i)	Educational implication	i)	Concept formation
ii)	Difficulty related to memory	ii)	Peer social support system
iii)	Measure for receptive language	iii)	Auditory cues indicating important information
iv)	Development in social skills	iv)	Encouragement for verbal communication

(a) i-iii, ii-i, iii-iv, iv-ii

(b) i-ii, ii-iii, iii-iv, iv-i

(c) i-iii, ii-i, iii-iv, iv-ii

(d) i-iv, ii-iii, iii-i, iv-iii

Attitude Towards Teaching CwSN

41. Which of the following magazine you will prefer to read?

- (a) Film Fare
- (b) Sport Star
- (c) Disability News
- (d) Quiz Times

42. For improving the quality of life of CwSN in their adulthood, it is important to provide them educational support at their

- (a) primary schooling stage
- (b) secondary schooling stage
- (c) higher secondary schooling stage
- (d) higher education stage

43. Suppose, a visually impaired boy student studying in standard VII is residing in your neighbouring area. His parents request you to teach him after your school hours. What will be your response?

- (a) I will reject as its not my duty
- (b) I will advice them to recruit special teacher for their child
- (c) I will accept as it will help to me gain some experience
- (d) I will tell them about my busy schedule

44. After your training at B.Ed. level, you get a job in inclusive school where SwSN are enrolled. You will

- (a) reject job by thinking that its burden to teach SwSN
- (b) accept the job as teaching all students is teacher's duty
- (c) search job in other school
- (d) ask to your friends

45. From the following, which category students will you prefer in your class?

- (a) Normal students
- (b) Weaker students
- (c) Gifted students
- (d) All types of students including SwSN

46. In inclusive education, a teacher should remain focused on the

- (a) knowledge of students
- (b) strength of students
- (c) understanding of students
- (d) weaknesses of students

47. Respect and support to SwSN can be best taught to normal students of classroom by

- (a) showing videos and films on disability
- (b) telling stories on disability to normal students
- (c) teachers own modelling for the same
- (d) by order to normal students

48. Excellent educational infrastructure, articulated educational policy, well resourced programme and effective inclusion does NOT take place until

- (a) cooperation of community members
- (b) expertise of supporting staff
- (c) good administration of school principal
- (d) relevant and meaningful instruction delivery by regular classroom teacher

49. According to you, which factor contributes more to learner achievement?

- (a) Class background
- (b) Class composition
- (c) Class size
- (d) Quality of teacher

50. You will prefer to pass your leisure time in school in

- (a) gossiping
- (b) roaming in school premise
- (c) reading more about teaching SwSN
- (d) advising to other teachers

51. Engaging SwSN in co-curricular activities is most important because

- (a) they can learn some activities
- (b) they can receive entertainment
- (c) they can be confident and their social skills can be improved
- (d) their academic burden can be lessen

52. Suppose a training programme on teaching-learning at inclusive setting is being organized. You will

- (a) criticize it
- (b) ignore it
- (c) participate actively
- (d) take leave and will do your other works

53. If you does not receive comprehensive training related to inclusive education at pre-service (B.Ed.) level than you will

- (a) do nothing
- (b) blame on institute
- (c) read reference materials on inclusive education
- (d) criticize the syllabus

54. Planning, managing, delivering and evaluating are major principles for effective instruction. What will you take care about the students while planning instruction for inclusive classroom?

- (a) Similarity
- (b) Diversity
- (c) Interest
- (d) Attitude

55. Students are more motivated to learn when teacher accept their

- (a) freedom
- (b) activities
- (c) individual differences
- (d) demands

56. Now-a-days, disability specific various software available but your school have not implemented that software yet. As a inclusive school teacher, you will

- (a) request to concerned government authority to provide such software
- (b) not bother
- (c) blame on school principal
- (d) try to gather money for purchasing such software

57. Students learn better when they have opportunity to practice. Which of the following will you provide to students for developing their automaticity?

- (a) Assignments
- (b) CAI programmes
- (c) Group Discussion
- (d) Seminar

58. When you join an inclusive school, your friends may laugh on your decision as you are taking more workload due to SwSN. What will be your reaction?

- (a) Laugh on them
- (b) Stop to talk with them
- (c) Feel proud as you serves SwSN along with other students
- (d) No reaction

59. Suppose, you have taught in inclusive school for 4-5 years and you are getting chance to join in other school where no SwSN enrolled. What will be your decision?

- (a) I will change the school
- (b) I will ask to my friends
- (c) I will demand more salary
- (d) I will stick to service in inclusive school

Perceived Ability to Adapt Inclusive Teaching Methods

60. Suppose, you have 30 students alongwith 3 SwSN (1SwVI, 1SwOI and 1SwHI) in your classroom and you are assigning a task by dividing the entire class into 3 groups (10 students in a group) viz Group A, B and C. Which of the following groups will you create to make your classroom inclusive?

- (a) A (7 Normal students + 3 SwSN), B (10 Normal Students), C (10 Normal students) ☐
- (b) A (10 Normal students), B (8 Normal Students + 2 SwSN (SwOI & SwVI), C (9 Normal students + 1 SwHI) ☐
- (c) A (10 Normal students), B (8 Normal Students + 1 SwSN (SwOI), C (9 Normal students + 2 SwSN (SwVI & SwHI) ☐
- (d) A (9 Normal students + 1 SwOI), B (9 Normal students + 1 SwVI), C (9 Normal students + 1 SwHI) ☐

61. The plus curriculum is always recommended for _____ students.

- (a) blind
- (b) hearing impaired
- (c) orthopaedically handicapped
- (d) mentally retarded

62. Total communication method could be best suitable in teaching students with

- (a) hearing impairment
- (b) mentally retarded
- (c) orthopaedic impaired
- (d) visual impaired

63. Education of orthopaedically handicapped children in regular school necessitates

- (a) braille scripts
- (b) play-way method of teaching
- (c) removal of architectural barriers
- (d) auditory training

64. Which among the following is considered one of the most popular service delivery models for increasing instructional equity for SwSN in heterogeneous classrooms?

- (a) Co-teaching of expert teachers
- (b) Co-teaching of general and special educators
- (c) Individualized teaching by subject teacher
- (d) Peer teaching

65. Along with literacy skills and life maintenance skills the teacher should inculcate personal development skills which includes

- (a) basic life issues
- (b) communication
- (c) health
- (d) safety

66. In inclusive education, individualized teaching means

- (a) each child to be taught individually
- (b) individual instructions for learning
- (c) permitting child to pursue a preferred work of learning
- (d) teaching by individual teacher

67. Which of the following example of Geography lesson is most suitable for adapting the extent to which a CwSN actively involved in the task?

- (a) Demonstration of globe and point to the location of countries to all students including CwSN
- (b) Explanation about different countries through map to whole class including CwSN
- (c) Questions to CwSN about the different countries
- (d) Chance to CwSN to hold globe and other students to point out the location of countries

68. As a regular school teacher, you are involved in the implementation of inclusive education. For this, you have to work collaboratively with the special educators. Besides ability to communicate interactively and solving problems, which among the following skill you need for collaborative consultation with special educators?

- (a) Awareness of consultancy theory and models
- (b) Knowledge about special education
- (c) Interest in special educators
- (d) Attitude about special educators

69. As a regular school teacher, for implementation of inclusive education programme, you are required to demonstrate competency in assessment in order to

- (a) identify the specific needs of CwSN
- (b) know the abilities of CwSN
- (c) understand the problems of CsWN
- (d) assign activities to CwSN

70. An evaluation of inclusive education programme helps in validating the successful inclusive education programme that should be continued and also pinpoints problems that should be rectified. Which among the following aspect you will NOT consider for evaluating students' success in inclusion programme?

- (a) Achievement of CwSN
- (b) Attitude of CwSN towards teachers and other students
- (c) Interaction of CwSN with teacher and other students
- (d) Aptitude of CwSN towards learning

71. For teaching a blind or a low vision student in inclusive classroom, there is NO change in

- (a) content of lesson
- (b) instructional method
- (c) curricular activities
- (d) strategies of teaching

72. Whatever the teacher teaches to CwMR should be put to use regularly because of

- (a) poor memory of CwMR
- (b) powerful memory of CwMR
- (c) critical thinking ability of CwMR
- (d) creative thinking ability of CwMR

73. Visit to educational places and description through model and pictures techniques can be best suitable to

- (a) CwHI
- (b) CwMR
- (c) CwOI
- (d) CwVI

74. Suppose, you have one SwVI in your class and you have to plan co-curricular activity which can include SwVI along with normal students. Which among the following sport activity will you plan?

- (a) Chess
- (b) Football
- (c) Kabbadi
- (d) Snooker

75. For teaching SwSN, which of the following Teaching-Learning Material may be effective for SwVI, SwOI and SwHI together?

- (a) Braille
- (b) Chart
- (c) Flash card
- (d) Programmed learning

76. For learning at own pace by receiving auto feedback, which of the following learning aid can be useful to SwVI?

- (a) Braille
- (b) Abacus
- (c) Taylor frame
- (d) Voice synthesizer

77. For teaching the concept of ladder to CwMR, you as a teacher will use real ladder instead of picture of ladder because

- (a) Abstract thinking of CwMR is shallow
- (b) Simple thinking of CwMR is shallow
- (c) Critical thinking of CwMR is shallow
- (d) Creative thinking of CwMR is shallow

78. For successfully application of assistive technologies for the CwSN, which among the following parameter/s will you take care?

- (A) Types of technological innovations available
- (B) Ways that empower the CwSN for mainstream life
- (C) Potential of CwSN for the better use of that technology

- (a) Only A
- (b) Only B
- (c) A and C only
- (d) A, B and C all

79. Teacher should be able to adjust curricular to suit the

- (A) ability of CwSN
- (B) interest of CwSN
- (C) needs of CwSN
- (D) aptitude of CwSN

- (a) A and B only
- (b) C and D only
- (c) A, B and C
- (d) A, C and D

Skills to Manage Inclusive Classroom

80. Teacher should not label “disabled” to the Children with Disability (CwD) because labelling has adverse effects on their

- (a) economical aspect
- (b) language related aspect
- (c) philosophical aspect
- (d) psycho-social aspect

81. For promoting classroom climate, you as a teacher should be able to conduct class activities that

- (a) discourage interaction among students
- (b) encourage interaction among students
- (c) makes different groups of students
- (d) promotes SwSN

82. As a inclusive school teacher, you should be able to assess the extent

- (a) to which the needs of SwD are met
- (b) to which the needs of normal students are met
- (c) to which the school needs are met
- (d) to which the teacher needs are met

83. Why the teacher requires adequate training in classroom management practices for inclusive education?

- (a) To meet the requirements of inclusive practices for students with behaviour difficulties
- (b) To manage and administer the behaviour of SwSN
- (c) To discipline the SwSN
- (d) To handle the SwSN

84. Arrange the following categories in order that teacher must have for professional development in inclusive education.

- (i) Basic knowledge of the characteristics of SwD and understanding of their role and responsibility in the inclusive education process
- (ii) Understanding how to differentiate instructions to meet the needs of SwD
- (iii) Effective classroom management strategies to promote academic engagement and pro-social behaviour while minimizing disruptions to the learning environment
- (iv) Learning strategies to communicate and collaborate effectively with resource teachers/special educators

- (a) (i) A, (ii) B, (iii) C, (iv) D
- (b) (i) B, (ii) C, (iii) D, (iv) A
- (c) (i) D, (ii) C, (iii) B, (iv) A
- (d) (i) B, (ii) C, (iii) A, (iv) D

85. Inclusive school communities focus on social as well as academic outcomes for children. Friendship among children provides opportunity to develop important skills and attitudes which results in quality life of children. As a inclusive school teacher, which among the following strategy will you use to promote friendship among your students?

- (a) Creating rituals that involve some students of the class
- (b) Ordering students to make friendship
- (c) Selecting activities that involve cooperation and collaboration
- (d) Selecting activities that involve competition

86. Suppose, you are working as a full time teacher in general school and two SwD enrolled in your class. You will provide the work in small group because

- (A) all students including SwSN can be more active
- (B) all students including SwSN can be more involved
- (C) all students including SwSN can form their group
- (D) all students including SwSN can be supportive to each other

- (a) A and B only
- (b) B and D only
- (c) A, B and C
- (d) A, B and D

87. Suppose a child frequently becoming upsets and sometimes being verbally aggressive to his peers. What will your action as an inclusive school teacher?

- (a) Complain to school principal ☐
- (b) Strict punishment to the child ☐
- (c) Suspension to child ☐
- (d) Use of positive interactions that focus on supporting the children by making changes in school environment (seating arrangements, schedules and pattern of supervision) ☐

88. A functional assessment of the behaviour led to the hypothesis that a child feeling frustrated by not knowing what is going to be required for him during group work and constrained by the tight class schedule. What type of supports will you provide to him?

- (A) Aloud direction
 - (B) Sympathetic behaviour
 - (C) Accompany of friend in group work
 - (D) Offer of reasonable choices to him
- (a) A and B only ☐
 - (b) C and D only ☐
 - (c) A, B and C ☐
 - (d) A, C and D ☐

89. For effective classroom management in inclusive education, in which of the following techniques a teacher requires proficiency?

- (a) Behaviour analysis ☐
- (b) Result analysis ☐
- (c) Group analysis ☐
- (d) Content analysis ☐

90. Instead of the usual row-based seating arrangement, teacher should use ____ type seating arrangement for CwSN so that each one of them can be easily observed by the teacher.

- (a) S
(b) T
(c) U
(d) Z

91. Seating arrangement should be carefully planned keeping in view the teachers visibility and audibility of his speech for the

- (a) CwHI
(b) CwMR
(c) CwOI
(d) CwVI

92. Suppose, you have one SwVI in your class and you have to plan co-curricular activity which can include SwVI along with normal students. Which among the following sport activity will you plan?

- (a) Chess
(b) Football
(c) Kabbadi
(d) Snooker

93. Suppose your school is not yielding satisfactory result for inclusive education, which among the following issue/s will you address for improving the result in inclusive education?

- (A) Infrastructural facilities
(B) Curriculum modifications
(C) Educational materials
(D) Playing equipments

- (a) A and B only
(b) C and D only
(c) A, B and C
(d) B, C and D

94. The problem of maintenance of aids, appliances, behavioural and educational difficulties related to inclusive education can be solved by the help of

- (a) Other teachers
- (b) Parents
- (c) Principal
- (d) Resource teacher

95. SwSN can fully participate in classroom activities from the support of

- (a) peers
- (b) principal
- (c) resource teachers
- (d) general school teachers

96. In inclusive education, a teacher required to have additional skills be able to design inclusive lessons, with a variety of activities that

- (a) cater the diverse needs of students
- (b) cater the needs of gifted students
- (c) makes joyful learning
- (d) teaches SwSN

97. As an inclusive education teacher, how will you identify and assess the CwSN in your class?

- (a) By enquiring to other students
- (b) By asking to their parents
- (c) By observing in various settings without affecting their behaviour
- (d) By administering paper-pencil test

APPENDIX V
Item Rating Scale

Section	Item No.	Essential	Useful but not Essential	Not Necessary
Section I	1			
	2			
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Section II	21			
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Section III	41			
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Section	Item No.	Essential	Useful but not Essential	Not Necessary
Section III	49			
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Section IV	60			
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Section V	80			
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APPENDIX VI
Forwarding Letter for Pilot Testing



Department of Education [CASE & IASE]

Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara: 390 002
Phone (O): 0265 2795516, 0265 2792631, 0265 2784969

Date: 20.01.2017

To,
The Principal
School of Education
Navrachana University
Vasna-Bhayli Road
Vadodara.

Subject: Permission for Pilot Testing of IETAT

Sir/Madam,

Dr. Hemendra S. Mistry is a UGC-Post-Doctoral Fellow working on **Construction and Standardization of Inclusive Education Teaching Aptitude Test [IETAT]** at Department of Education [CASE & IASE], Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. For pilot testing of constructed IETAT purpose, he will visit to your institute. We request you to permit him to conduct pilot testing on B.Ed.-I [First Year] students of your institute. We assure you that the collected data will be kept confidentially and will be used for research purpose only.

Thanking you,

Dr. H. S. Mistry
UGC-PDF

Prof. S. C. Panigrahi
Mentor

Professor in Education
Department of Education [CASE]
Faculty of Education & Psychology
The M. S. University of Baroda
Vadodara, Gujarat.

Prof. R. C. Patel
Head, CASE & Dean, FEP

Dean
Faculty of Education & Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara.

APPENDIX VII
Pilot Form of IETAT

Inclusive Education Teaching Aptitude Test (IETAT)	વ્યાપક શિક્ષણ અધ્યાપન અભિરૂચિ કસોટી (IETAT)
<p>Dear Friend,</p> <p>This Inclusive Education Teaching Aptitude Test (IETAT) is constructed for measuring your teaching aptitude for inclusive education. 50 items related to your thought about the Inclusive Education are given in this booklet. Four alternatives are given with every item. Read every item carefully and give your answer by encircling the option <input type="radio"/> in the given separate answer sheet.</p> <p>e.g. Suppose your answer is a then encircle on the option <input checked="" type="radio"/> a</p> <p>Please read these instructions carefully before starting to give answers.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Provide all the general information about your age, gender, stream, level of education, teaching experience by encircling <input type="radio"/> the appropriate alternative given with every item. • There are 0 items given under five factors viz. Knowledge about Inclusive Education (10 items), Perceived Ability to Identify Disabilities (10 items), Attitude towards Teaching Children with Special Needs (CwSN, 10 items), Perceived Ability to Adapt Inclusive Teaching Methods (10 items) and Skills to Manage Inclusive Classroom (10 items). • Do not leave any item unanswered. • There is no time limit for completion of this test. But work rapidly as much as you can • The main purpose of this test is to measure your aptitude only. There are no marks for this test and this test will not affect your result or academics. • Besides answering write difficulties (if any) in answering and your suggestions/opinions for further improvement of item(s). • Research studies are useful only when reliable and accurate data are collected. So please give honest and sincere answers. • Return the answer sheet along with the test-booklet to test administrator after answering all the items. <p>You are assured that all the information provided by you will be kept strictly confidential and used for research purpose only.</p> <p>Thanking you,</p> <p>Dr. H. S. Mistry UGC-DSRPD Fellow</p>	<p>પ્રિય મિત્ર,</p> <p>આ વ્યાપક શિક્ષણ અધ્યાપન અભિરૂચિ કસોટી (IETAT), વ્યાપક શિક્ષણ માટે તમારી અભિરૂચિ માપવા માટે બનાવવામાં આવી છે. વ્યાપક શિક્ષણ વિશે તમારા વિચાર સાથે સંબંધિત 50 વસ્તુઓ આ પુસ્તિકામાં આપવામાં આવી છે. દરેક વસ્તુ સાથે ચાર વિકલ્પો આપેલ છે. દરેક વસ્તુ કાળજીપૂર્વક વાંચીને તમારા શ્રેષ્ઠ જ્ઞાન મુજબ યોગ્ય વિકલ્પ પર ગોળ વર્તુળ <input type="radio"/> દોરી જવાબ આપવાનાં છે.</p> <p>ઉદાહરણ તરીકે: ધારોકે તમારો જવાબ a વિકલ્પ હોય તો <input checked="" type="radio"/> a પર ગોળ વર્તુળ દોરો.</p> <p>જવાબો લખવાના શરૂ કરતા પહેલાં કૃપા કરીને નીચે આપેલ સૂચનાઓ કાળજીપૂર્વક વાંચો.</p> <p>સૂચનાઓ:</p> <ul style="list-style-type: none"> • તમારા વિશેની સામાન્ય માહિતિ જેમકે તમારી ઉંમર, લિંગ, પ્રવાહ, શિક્ષણ સ્તર, અધ્યાપન અનુભવ વગેરેનો જવાબ સાથે આપેલ વિકલ્પો પૈકી યોગ્ય વિકલ્પ પર ગોળ વર્તુળ <input type="radio"/> દોરીને આપો. • પાંચ ઘટકો જેવાકે વ્યાપક શિક્ષણ વિશે જ્ઞાન (15 વસ્તુઓ), અપંગતા ઓળખી કાઢવાની સમજણ ક્ષમતા (14 વસ્તુઓ), CwSN ને ભણાવવા માટેનું વલણ (13 વસ્તુઓ), વ્યાપક શૈક્ષણિક પદ્ધતિઓનું અનુકૂલન કરી શકવાની સમજણ ક્ષમતા (15 વસ્તુઓ) અને વ્યાપક વર્ગ સંચાલન માટેનાં કૌશલ્ય (13 વસ્તુઓ) એમ કુલ 70 વસ્તુઓ આપવામાં આવેલ છે. • કોઈ પણ વસ્તુ અનુત્તરિત છોડવી નહીં. • આ કસોટી પૂરી કરવા માટે કોઈ સમયમર્યાદા નથી પરંતુ જેમ બને તેમ જલ્દીથી જવાબ આપવા. • આ કસોટીનો મુખ્ય હેતુ ફક્ત વ્યાપક શિક્ષણ પ્રત્યે તમારી અભિરૂચિ જાણવાનો છે. આ કસોટી માટે કોઈ માર્ક્સ આપવામાં આવશે નહીં અને આ કસોટી તમારા પરિણામ કે અભ્યાસને અસર કરશે નહીં. • જવાબ આપવા ઉપરાંત કોઈ વસ્તુના સુધારા માટે કે તમને જવાબ આપવા માટે પડતી મૂશ્કેલી વિશે તમારા કોઈ મંતવ્યો/સૂચનો હોય તો તે પણ જે-તે વસ્તુની સાથે લખવા. • જ્યારે વિશ્વાસપાત્ર અને ચોકસાઈભરી માહિતી એકત્રીકરણ થાય તોજ સંધોધન અભ્યાસ ઉપયોગી બને છે. તેથી પ્રમાણિકપૂર્વક યથાર્થ જવાબો આપવા. • બધા પ્રશ્નોના જવાબ આપ્યા પછી કસોટીપત્રક સહીત જવાબવહી કસોટી લેનારને પાછી આપવી. <p>તમને ખાતરી આપવામાં આવે છે કે તમારા દ્વારા પૂરી પાડવામાં આવેલ માહિતી તદ્દન ખાનગી રાખવામાં આવશે અને ફક્ત સંશોધન હેતુ માટે જ તેનો ઉપયોગ કરવામાં આવશે.</p> <p>આભાર,</p> <p>ડૉ. એચ. એસ., મિસ્ત્રી UGC-DSRPD ફેલો</p>

Section I





Item No.	Knowledge about Inclusive Education	વ્યાપક શિક્ષણ વિશેનું જ્ઞાન
1	In inclusive education, a teacher need to be sensitive to the	વ્યાપક શિક્ષણમાં શિક્ષકે નીચેનામાંથી શેના તરફ સંવેદનશીલ રહેવાની જરૂર છે?
	a. need of principal. b. need of other teachers. c. need of school. d. need of students.	a. આચાર્યની જરૂરિયાત. b. શિક્ષકોની જરૂરિયાત. c. શાળાની જરૂરિયાત. d. વિદ્યાર્થીઓની જરૂરિયાત.
2	In inclusive education, teacher needs to recognize students'	વ્યાપક શિક્ષણમાં શિક્ષકે વિદ્યાર્થીઓમાં શું ઓળખી કાઢવાની જરૂર હોય છે?
	a. individual differences. b. physical differences. c. mental differences. d. age differences.	a. વ્યક્તિગત ભિન્નતા b. માનસિક ભિન્નતા c. શારિરીક ભિન્નતા d. વય ભિન્નતા
3	As an inclusive school teacher, you need to have strong skill in conducting	વ્યાપક શાળાનાં એક શિક્ષક તરીકે તમારામાં નીચેનામાંથી શું કરવા માટે સક્ષમ કૌશલ્ય હોવું જોઈએ?
	a. action research. b. historical research. c. correlation research. d. descriptive research.	a. ક્રિયા સંશોધન b. ઐતિહાસિક સંશોધન c. સંબંધ સંશોધન d. વર્ણનાત્મક સંશોધન
4	As a new teacher in inclusive school, you will not	વ્યાપક શાળામાં એક નવાં શિક્ષક તરીકે નીચેનામાંથી તમે શું નહીં કરો?
	a. participate in academic forums on inclusive education b. work collaboratively with other teachers. c. participate with experienced teachers. d. criticise other teachers work.	a. વ્યાપક શિક્ષણ વિશેની અભ્યાસકીય કાર્યશાળાઓમાં ભાગ લેવો b. અન્ય શિક્ષકો સાથે સહયોગી કાર્ય કરવું c. શાળાનાં અનુભવી શિક્ષકો સાથે સહભાગી થવું d. અન્ય શિક્ષકોના કામની ટીકા કરવી

5	Inclusive education programme does not focus on	વ્યાપક શિક્ષણ કાર્યક્રમ શાના પર કેન્દ્રિત નથી?
	a. inclusion of all types of children in school. b. providing adequate infrastructure facilities to CwSN. c. accommodation of CwSN into a general school setting. d. the restructuring of schools to accept and provide for the needs of CwSN.	a. દરેક પ્રકારનાં બાળકોનો શાળામાં સમાવેશ b. વિશિષ્ટ જરૂરિયાત ધરાવતા બાળકો (CwSN) ને પ્રયાસ માળખાકીય સુવિધાઓ પૂરી પાડવી c. CwSN ને સામાન્ય શાળામાં સમાવવા d. CwSN ની જરૂરિયાતો પૂરી પાડવા અને તેમને સ્વીકારવા શાળાની પુનઃરચના કરવી
6	The ultimate goal of inclusive education is to teach	વ્યાપક શિક્ષણનો મૂળભૂત ધ્યેય કોણે ભણાવવાનો છે?
	a. all students together. b. minority students. c. slow learners. d. CwSN.	a. બધા વિદ્યાર્થીઓને સાથે b. વધુમતિ વિદ્યાર્થીઓ c. ધીમી ગતિએ શીખનારા d. CwSN ને
7	Teaching in inclusive classroom requires	વ્યાપક વર્ગખંડમાં અધ્યાપન માટે નીચેનામાંથી શું જરૂરી છે?
	a. a wide range of skills and dispositions to meet a diverse student population. b. micro teaching skills. c. reflective behaviour. d. social and communication skills.	a. વિભિન્ન વિદ્યાર્થી વસ્તીને પહોંચી વળવા કુશળતા અને સ્વભાવની વિશાળ શ્રેણી b. સૂક્ષ્મ અધ્યાપન કૌશલ્યો c. પ્રતિબિંબીત વર્તણૂક d. સામાજિક અને સંચાર કૌશલ્યો
8	One of the difficulty in promoting inclusive education is	વ્યાપક શિક્ષણને પ્રોત્સાહિત કરવામાં નીચેનામાંથી કઈ એક મૂશ્કેલી નડે છે?
	a. lack of CwSN. b. lack of trained teachers. c. lack of policy and provisions. d. lack of inclusive schools.	a. CwSN નો અભાવ b. પ્રશિક્ષીત શિક્ષકોનો અભાવ c. નીતિ અને જોગવાઈઓનો અભાવ d. વ્યાપક શાળાઓનો અભાવ

9	Looking to education through an inclusive lens, the failure of child is because of	શિક્ષણને વ્યાપક લેન્સ દ્વારા જોતા બાળકની નીષ્ફળતાનું કારણ શું હોઈ શકે?
	a. child himself. b. education system. c. parents. d. teacher.	a. બાળક પોતે b. શિક્ષણ પ્રણાલી c. માતા-પિતા d. શિક્ષક
10	Enrolling CwSN in general schools can	નિયમિત શાળાઓમાં CwSN ને દાખલ કરવામાં આવે તો શું થાય?
	a. affect the quality of education. b. lead to less enrolment of other students. c. affect the performance of other students. d. realize their potentials as other students.	a. શિક્ષણની ગુણવત્તા પર અસર b. સામાન્ય બાળકોની ઓછી નોંધણીમાં અસર c. અન્ય વિદ્યાર્થીઓની કામગીરી પર અસર d. બીજા વિદ્યાર્થીઓની જેમ જ તેમની સામર્થ્યતા સ્પષ્ટપણે જાણી શકે
11	Inclusive education involves	વ્યાપક શિક્ષણ નીચેનામાંથી શું સમાવિષ્ટ કરે છે?
	a. grouping CwSN with their disabled counterparts. b. providing home based education to all CwSN. c. keeping CwSN in segregated classrooms. d. keeping CwSN in general classrooms.	a. CwSN ને નિયમિત વર્ગમાં રાખવા b. CwSN ને જુદાં વર્ગમાં રાખવા c. સક્ષમ શરીરવાળાં બાળકોને સામાન્ય વર્ગમાં રાખવા d. CwSN ને વિશિષ્ટ વર્ગોમાં રાખવા
12	Learning in inclusive classroom should not be	વ્યાપક વર્ગખંડમાં શિક્ષણ કેવું ન હોવું જોઈએ?
	a. active. b. passive. c. in group. d. participatory.	a. ક્રિયાશીલ b. નિષ્ક્રિય c. જૂથમાં d. સહયોગી
13	At pre-service teacher training, inclusive education subject should be	પૂર્વ-સેવા તાલિમમાં વ્યાપક શિક્ષણ વિષય કેવો હોવો જોઈએ?
	a. compulsory. b. in some content only. c. optional. d. avoided.	a. ફરજિયાત b. માત્ર અમુક વિષય-વસ્તુમાં c. વૈકલ્પિક d. ટાળવો જોઈએ

14	Inclusive education does not mean	<p>વ્યાપક શિક્ષણનો અર્થ શું નથી?</p> <p>a. CwSN ની નિયુક્તિ સામાન્ય શાળામાં નક્કી કરવી</p> <p>b. CwSN સહિત બધા પ્રકારનાં વિદ્યાર્થીઓનો સમાવેશ અને સમર્થન કરે તેવા વાતાવરણનું નિર્માણ કરવું</p> <p>c. બધા CwSN નો સમાવેશ વિશિષ્ટ શાળાઓમાં કરવો</p> <p>d. બધા CwSN ને ઘરે શિક્ષણ પુરું પાડવું</p>
15	<p>As an inclusive classroom teacher, which opportunity will you prefer most to give to parents of CwSN?</p> <p>a. To collaborate in decision making about the placement, information and services of their child</p> <p>b. To share information about the achievement of their child</p> <p>c. To take care in completing the home assignments of their child</p> <p>d. To participate in school functions</p>	<p>વ્યાપક વર્ગખંડનાં શિક્ષક તરીકે તમે, CwSN નાં વાલીને કંઈ તક આપવા સૌથી વધુ પ્રાધાન્ય આપશો?</p> <p>a. તેમના બાળકની નિયુક્તિ, માહિતી અને સેવાઓ વિશેના નિર્ણાયક કાર્યોમાં સહયોગી થવા</p> <p>b. તેમના બાળકની સિદ્ધિ વિશે માહિતીનું આદાન-પ્રદાન કરવા</p> <p>c. તેમના બાળકનું ગૃહકાર્ય પૂરું કરવાની કાળજી લેવા</p> <p>d. શાળાનાં પ્રસંગોમાં ભાગ લેવા</p>

Section II

Item No.	Perceived Ability to Identify Disabilities	અપંગતા ઓળખી કાઢવાની સમજણ ક્ષમતા
16	Observe the given figures carefully.	આપેલ આકૃતિનું કાળજીપૂર્વક અવલોકન કરો.
	    <p>I II III IV</p>	
	Select the correct alternative that depicts the types of disability.	અપંગતાના પ્રકાર દર્શાવતો સાચો વિકલ્પ પસંદ કરો.
	<p>a. I-Blindness, II- Deafness, III- Orthopaedic handicap, IV-Mental retardation</p> <p>b. I-Deafness, II-Orthopaedic handicap, III-Mental retardation, IV-Blindness</p> <p>c. I-Mental retardation, II-Blindness, III-Deafness, IV-Orthopaedic handicap</p> <p>d. I-Orthopaedic handicap, II-Mental retardation, III-Deafness, IV- Blindness</p>	<p>a. I-અંધત્વ, II-બધિરતા, III-અસ્થિ વિષયક વિકલાંગતા, IV-માનસિક મંદતા</p> <p>b. I-બધિરતા, II-અસ્થિ વિષયક વિકલાંગતા, III-માનસિક મંદતા, IV-અંધત્વ</p> <p>c. I-માનસિક મંદતા, II-અંધત્વ, III-બધિરતા, IV-અસ્થિ વિષયક વિકલાંગતા</p> <p>d. I-અસ્થિ વિષયક વિકલાંગતા, II-માનસિક મંદતા, III-અંધત્વ, IV-બધિરતા</p>
17	Which among the following is not the feature of Rights of Person with Disabilities Act (2016)?	નીચેનામાંથી કયો એક વિકલ્પ અપંગતા ધરાવતા લોકોના અધિકારોનો અધિનિયમ (2016) ની વાક્ષણિકતા દર્શાવતો નથી?
	<p>a. Mental Health of CwSN</p> <p>b. Full participation of CwSN</p> <p>c. Equal opportunity to CwSN</p> <p>d. Protection of rights of CwSN</p>	<p>a. CwSN નું માનસિક સ્વાસ્થ્ય</p> <p>b. CwSN નો સંપૂર્ણ સહભાગ</p> <p>c. CwSN ની સમાન તક</p> <p>d. CwSN નાં અધિકારોનું રક્ષણ</p>

18	Which among the following represents the functional relationship of the terms?	નીચેનામાંથી કયો એક વિકલ્પ આપેલ પદોનો કાર્યાત્મક સંબંધ દર્શાવે છે?
	a. Impairment → Disability → Handicap b. Handicap → Disability → Impairment c. Disability → Impairment → Handicap d. Impairment → Handicap → Disability	a. ક્ષતિ → અપંગતા → વિકલાંગતા b. વિકલાંગતા → અપંગતા → ક્ષતિ c. અપંગતા → ક્ષતિ → વિકલાંગતા d. ક્ષતિ → વિકલાંગતા → અપંગતા
19	Abnormalities of body structure in appearance and organ or system function is	શરીર રચનાનાં દેખાવમાં અને અંગ અથવા કાર્ય રચનામાં અસાધારણતા એ શું છે?
	a. impairment. b. disability. c. handicap. d. illness.	a. ક્ષતિ b. અપંગતા c. વિકલાંગતા d. રોગ
20	One of your students who cannot see properly because of faulty image formation is an example of	તમારો એક વિદ્યાર્થી જે ખામી સભર છબી રચનાને યોગ્ય રીતે જોઈ શકતો નથી તે નીચેનામાંથી શાનું એક ઉદાહરણ છે?
	a. impairment. b. retardation. c. disability. d. handicap.	a. ક્ષતિ b. મંદતા c. અપંગતા d. વિકલાંગતા
21	Children who face difficulty in speech and language development may have	વાણી અને ભાષાનાં વિકાસમાં મૂશ્કેલીનો સામનો કરતાં બાળકોને નીચેનામાંથી શું હોઈ શકે?
	a. hearing impairment. b. mental retardation. c. orthopaedic handicap. d. visual impairment.	a. શ્રવણ ક્ષતિ b. માનસિક મંદતા c. અસ્થિ વિષયક વિકલાંગતા d. દ્રષ્ટિની ક્ષતિ
22	Lower level intellectual functioning and problem in social adaptability is the sign of	નીચલા સ્તરની બૌદ્ધિક કામગીરી અને સામાજિક અનુકૂળનમાં સમસ્યા શાની નિશાની છે?
	a. hearing impairment. b. mental retardation. c. orthopaedic handicap. d. visual impairment.	a. શ્રવણ ક્ષતિ b. માનસિક મંદતા c. અસ્થિ વિષયક વિકલાંગતા d. દ્રષ્ટિની ક્ષતિ

23	Mental retardation is not a	માનસિક મંદતા નીચેનામાંથી શું એક નથી?
	a. disease. b. disability. c. condition. d. impairment.	a. રોગ b. અપંગતા c. સ્થિતિ d. ક્ષતિ
24	IQ range of Educable Mentally Retarded (EMR) is	શિક્ષણ આપી શકાય તેવા માનસિક રૂપે મંદ (EMR) નાં બુદ્ધિઆંકની શ્રેણી કંઈ છે?
	a. 1-19. b. 20-39. c. 40-54. d. 55-70.	a. 1- 19 b. 21-39 c. 40-54 d. 55-70
25	Suppose, one of your student is having trouble in hearing and understanding soft speech in noisy background. Which among the following hearing loss he will have?	ધારો કે, તમારા એક વિદ્યાર્થીને ઘોંઘાટીયા પૃષ્ઠભૂમિમાં ધીમા અવાજવાળું ભાષણ સાંભળવામાં અને સમજવામાં મુશ્કેલી પડે છે. નીચેનામાંથી કયા પ્રકારની બહેરાશ તેને હશે?
	a. Moderate Hearing Loss b. Profound Hearing Loss c. Severe Hearing Loss d. Mild Hearing Loss	a. મધ્યમ બહેરાશ b. ગંભીર બહેરાશ c. ગહન બહેરાશ d. હળવી બહેરાશ
26	Children with Orthopaedic Impairment (CwOI) should not be over protected in class because	વર્ગમાં અસ્થિવિષયક ક્ષતિગ્રસ્ત બાળકો (CwOI) નો વધુ બચાવ કરવો જોઈએ નહીં કારણકે-
	a. it may develop habit of demanding extra attention. b. it may develop habit of demanding extra materials. c. it may develop habit of demanding more learning. d. it may develop habit of demanding leave.	a. તેનાથી વધારે ધ્યાન માંગણીની આદત વિકાસી શકે છે. b. તેનાથી વધુ સામગ્રી માંગણીની આદત વિકાસી શકે છે. c. તેનાથી વધુ અભ્યાસ માંગણીની આદત વિકાસી શકે છે. d. તેનાથી વધુ રજા માંગણીની આદત વિકાસી શકે છે.

27	<p>The teachers will not show remarkable readiness to enrol and teach CwSN unless they are</p> <p>a. highly qualified.</p> <p>b. aware of disabilities.</p> <p>c. kind and sympathetic.</p> <p>d. interested in social service.</p>	<p>CwSN દાખલ કરવા અને ભણાવવા માટે એ શિક્ષકો નોંધપાત્ર તૈયારી નહીં બતાવે કે જેઓ -</p> <p>a. ખૂબ જ લાયક હોય.</p> <p>b. અપંગતા વિશે જાગૃત હોય.</p> <p>c. દયાળું અને માયાળું હોય.</p> <p>d. સામાજિક સેવા કરવામાં રુચિ ધરાવતા હોય.</p>																																								
28	<p>Match the column A with column B.</p> <table><tr><td></td><td>Column A (Type of Disability)</td><td></td><td>Column B (Supporting Device)</td></tr><tr><td>A</td><td>Children with Visual Impairment (CwVI)</td><td>I</td><td>Visual and tactile aids for learning</td></tr><tr><td>B</td><td>Children with Orthopaedic Impairment (CwOI)</td><td>II</td><td>Sign Language</td></tr><tr><td>C</td><td>Children with Hearing Impairment (CwHI)</td><td>III</td><td>Calipers</td></tr><tr><td>D</td><td>Children with Mental Retardation (CwMR)</td><td>IV</td><td>Abacus for mathematics learning</td></tr></table> <p>a. A-I, B-II, C-III, D-IV</p> <p>b. A-II, B-III, C-IV, D-I</p> <p>c. A-IV, B-III, C-II, D-I</p> <p>d. A-III, B-IV, C-I, D-II</p>		Column A (Type of Disability)		Column B (Supporting Device)	A	Children with Visual Impairment (CwVI)	I	Visual and tactile aids for learning	B	Children with Orthopaedic Impairment (CwOI)	II	Sign Language	C	Children with Hearing Impairment (CwHI)	III	Calipers	D	Children with Mental Retardation (CwMR)	IV	Abacus for mathematics learning	<p>સ્તંભ A ની વસ્તુઓ સાથે સ્તંભ B ની વસ્તુઓ જોડો.</p> <table><tr><td></td><td>સ્તંભ A (અપંગતાનો પ્રકાર)</td><td></td><td>સ્તંભ B (સહાયક સાધન)</td></tr><tr><td>A</td><td>દ્રષ્ટિની ક્ષતિવાળા બાળકો (CwVI)</td><td>I</td><td>શિક્ષણ માટે દૃષ્ટિ વિષયક અને સ્પર્શોન્દ્રિય માટે સહાયક વસ્તુઓ</td></tr><tr><td>B</td><td>અસ્થિવિષયક ક્ષતિવાળા બાળકો (CwOI)</td><td>II</td><td>સંકેતિક ભાષા</td></tr><tr><td>C</td><td>શ્રવણ ક્ષતિવાળા બાળકો (CwHI)</td><td>III</td><td>કેલિપર્સ</td></tr><tr><td>D</td><td>માનસિક મંદતાવાળા બાળકો (CwMR)</td><td>IV</td><td>ગણિતશાસ્ત્ર શીખવા માટે એબકસ (સંખ્યા ગણવા માટે વપરાતી મણકાની ઘોડી)</td></tr></table> <p>a. A-I, B-II, C-III, D-IV</p> <p>b. A-II, B-III, C-IV, D-I</p> <p>c. A-IV, B-III, C-II, D-I</p> <p>d. A-III, B-IV, C-I, D-II</p>		સ્તંભ A (અપંગતાનો પ્રકાર)		સ્તંભ B (સહાયક સાધન)	A	દ્રષ્ટિની ક્ષતિવાળા બાળકો (CwVI)	I	શિક્ષણ માટે દૃષ્ટિ વિષયક અને સ્પર્શોન્દ્રિય માટે સહાયક વસ્તુઓ	B	અસ્થિવિષયક ક્ષતિવાળા બાળકો (CwOI)	II	સંકેતિક ભાષા	C	શ્રવણ ક્ષતિવાળા બાળકો (CwHI)	III	કેલિપર્સ	D	માનસિક મંદતાવાળા બાળકો (CwMR)	IV	ગણિતશાસ્ત્ર શીખવા માટે એબકસ (સંખ્યા ગણવા માટે વપરાતી મણકાની ઘોડી)
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29	<p>Education of CwSN should be the responsibility of</p> <p>a. education department of government.</p> <p>b. ministry of welfare.</p> <p>c. department of disability affairs.</p> <p>d. non-government organizations.</p>	<p>CwSN નાં શિક્ષણની જવાબદારી કોની હોવી જોઈએ?</p> <p>a. સરકારનો શિક્ષણ વિભાગ</p> <p>b. કલ્યાણ મંત્રાલય</p> <p>c. અપંગતા અંગેની બાબતોનો વિભાગ</p> <p>d. બિન-સરકારી સંસ્થાઓ</p>																																								

Section III		
Item No.	Attitude Towards Teaching CwSN	વિશિષ્ટ જરૂરિયાત ધરાવતા બાળકોને ભણાવવા માટેનું વલણ
30	Quality of life of CwSN in their adulthood cannot be improved unless they are provided educational support at the stage of	CwSN ને પુખ્તવયે તેમના જીવનની ગુણવત્તા સુધારી શકાય નહીં સિવાય કે તેમને _____ સ્તરે શૈક્ષણિક મદદ પૂરી પાડવામાં આવે.
	a. higher education. b. primary schooling. c. secondary schooling. d. higher secondary schooling.	a. ઉચ્ચ શિક્ષણ સ્તરે b. પ્રાથમિક શાળા કક્ષાએ c. માધ્યમિક શાળા કક્ષાએ d. ઉચ્ચ માધ્યમિક શાળા કક્ષાએ
31	Suppose, a visually impaired student studying in standard VII is residing in your neighbouring area. Her parents request you to teach her after your college hours. What will be your response?	ધારો કે દ્રષ્ટિની ક્ષતિ ધરાવતો એક વિદ્યાર્થી તમારા રહેણાંક વિસ્તારમાં રહે છે. તમારા કોલેજ સમય પછી તેને ભણાવવા માટે તેના માતા-પિતા તમને વિનંતી કરે છે. તમારો જવાબ નીચેનામાંથી શું હશે?
	a. I will advise them to recruit special teacher for their child b. I will accept as it will help me to gain some experience c. I will tell them about my busy schedule d. I will reject their request as it's not my duty	a. તેના માટે વિશિષ્ટ શિક્ષક રોકવાની સલાહ આપીશ b. તે મને કેટલોક અનુભવ મેળવવા મદદરૂપ થશે તેથી હું સ્વીકાર કરીશ c. હું તેમને મારા વ્યસ્ત સમયપત્રક વિશે જણાવીશ d. તે મારી ફજર નથી તેથી તેમની વિનંતી નકારી દઈશ
32	After your training at the B.Ed. level, you get a job in an inclusive school where CwSN are enrolled. You will	B.Ed. સ્તરીય તાલીમ પછી તમને એક વ્યાપક શાળામાં નોકરી મળે છે કે જ્યાં CwSN ભણે છે. તમે-
	a. accept the job as teaching all types of students is teacher's duty. b. reject job by thinking that it's burden to teach CwSN. c. not join job and will start private coaching. d. search job in other schools.	a. બધા પ્રકારનાં વિદ્યાર્થીઓને ભણાવવા એ શિક્ષકની ફરજ છે તેથી નોકરીનો સ્વીકાર કરશો. b. CwSN ને ભણાવવું બોજા સમાન છે તેમ વિચારી નોકરી નકારી દેશો. c. નોકરીમાં નહીં જોડાવો અને ખાનગી અનુશિક્ષણ ચાલું કરશો. d. બીજી શાળામાં નોકરી શોધશો.

33	Which among the following categories of students will you prefer to teach in your classroom?	તમે તમારા વર્ગખંડમાં નીચેનામાંથી કયા પ્રકારનાં વિદ્યાર્થીઓને ભણાવવા પસંદ કરશો?
	a. Gifted b. CwSN c. All students including CwSN d. Socially and economically weak	a. પ્રતિભાસંપન્ન b. CwSN c. CwSN સહીત બધા પ્રકારનાં વિદ્યાર્થીઓ d. સામાજિક અને આર્થિક રીતે પછાત
34	Given an opportunity to teach in inclusive class, you will not remain much focused on students'	વ્યાપક વર્ગમાં ભણાવવાની તક મળે તો વિદ્યાર્થીઓના કઈ બાબત પર તમે વધારે ધ્યાન કેન્દ્રિત કરશો નહીં?
	a. understanding. b. weaknesses. c. strength. d. interest.	a. સમજ b. નબળાઈઓ c. સામર્થ્ય d. રુચિ
35	Respect and support to CwSN cannot be best taught to non-disabled students of classroom unless teacher	વર્ગમાં બિન-અપંગ વિદ્યાર્થીઓને CwSN નો આદર તથા મદદ કરવા સહુથી સારી રીતે ન શીખવાડી શકાય સિવાય કે શિક્ષક -
	a. tells stories on disability. b. orders normal students. c. show videos on disability. d. models the same.	a. અપંગતા ઉપર વાર્તાઓ કહે. b. બિન-અપંગ વિદ્યાર્થીઓને આદેશ આપે. c. અપંગતા ઉપર વિડીયો બતાવે. d. પોતે તે માટે અનુકરણ કરે.
36	Excellent educational infrastructure, articulated educational policy, well-resourced programme and effective inclusion must not take place without	ઉત્તમ શૈક્ષણિક માળખું, સ્પષ્ટ શૈક્ષણિક નીતિ, સારી સાધનસામગ્રી સહિતનો કાર્યક્રમ અને અસરકારક વ્યાપક શિક્ષણ શાના વિના સ્થાન લઈ જ ન શકે?
	a. meaningful instruction delivery by teacher b. good administration of school principal c. cooperation of community members d. expertise of supporting staff	a. શિક્ષક દ્વારા અર્થપૂર્ણ શિક્ષણની પ્રસ્તુતિ b. શાળાનાં આચાર્યનો સારો વહીવટ c. સમુદાયનાં સભ્યોનો સહયોગ d. સહાયક કર્મચારીઓની કુશળતા

37	According to you, which factor is not contributing to the achievement of CwSN in inclusive school?	તમારા મતાનુસાર વ્યાપક શાળામાં CwSN ની સિધ્ધિમાં નીચેનામાંથી કયું પરિબલ નોંધપાત્ર રીતે ફાળો આપતું નથી?
	a. Class size b. Quality of teacher c. Class background d. supporting services	a. વર્ગ કદ b. શિક્ષકની ગુણવત્તા c. વર્ગ પૃષ્ઠભૂમિ d. સહાયક સેવાઓ
38	Engaging CwSN in co-curricular activities is most important because	CwSN ને સહ-અભ્યાસકીય પ્રવૃત્તિઓમાં સંલગ્ન કરવા બહુ જ મહત્વનું છે કારણકે-
	a. they can learn some activities. b. they can receive entertainment. c. their social skills can be improved. d. their academic burden can be lessened.	a. તેઓ કેટલીક ક્રિયાઓ શીખી શકે. b. તેઓ મનોરંજન મેળવી શકે.. c. તેઓમાં કેટલાંક સામાજિક કૌશલ્યો વિકસી શકે. d. તેઓનો અભ્યાસકીય બોજો ઘટાડી શકાય.
39	Suppose a training program on teaching-learning at inclusive setting is being organized. You as an inclusive school teacher will	ધારો કે વ્યાપક પાઠશ્રૂમિ પર અધ્યાપન-અધ્યયન વિશે એક તાલિમ કાર્યક્રમનું આયોજન થઈ રહ્યું છે. વ્યાપક શાળાનાં એક શિક્ષક તરીકે તમે -
	a. criticize it. b. ignore it. c. participate actively. d. go on leave.	a. તેની આલોચના કરશો. b. તેની અવગણના કરશો. c. સક્રિયપણે ભાગ લેશો. d. રજા પર ઉતરી જશો.
40	Now-a-days, various disability specific softwares are available but suppose the school where you are working has not installed that software yet. As an inclusive school teacher, you will	હવેના દિવસોમાં, અપંગતાને લગતા જુદાં-જુદાં વિશિષ્ટ સોફ્ટવેર ઉપલબ્ધ છે પરંતુ ધારો કે તમે જે શાળામાં કામ કરો છો ત્યાં એ સોફ્ટવેર હજુ સુધી સ્થાપિત નથી થયા. વ્યાપક શાળાનાં એક શિક્ષક તરીકે તમે -
	a. request the concerned authority to procure such software. b. blame school principal for not making the software available. c. wait till the software is installed. d. not bother as it is not your duty.	a. તેવા સોફ્ટવેર પૂરાં પાડવા સંબંધિત પ્રતિનિધિને વિનંતી કરશો. b. સોફ્ટવેર ઉપલબ્ધ ન કરાવવા બદલ શાળાનાં આચાર્યને દોષ દેશો. c. સોફ્ટવેર સ્થાપિત થાય ત્યાં સુધી રાહ જોશો. d. એ તમારી ફરજ ન હોવાથી કોઈ તસ્દી નહીં લો.

41	If you does not receive comprehensive training related to inclusive education at pre-service [B.Ed.] level then you will	જો પૂર્વ-સેવા તાલિમ સ્તરે તમને વ્યાપક શિક્ષણને લગતી સર્વગ્રાહી તાલિમ ન મળે તો તમે –
	a. do nothing. b. blame on institute. c. use reference materials related to inclusive education. d. criticize the syllabus.	a. કંઈ નહીં કરો. b. સંસ્થા પર દોષારોપણ કરશો. c. વ્યાપક શિક્ષણને લગતાં સંદર્ભ સાહિત્યનો ઉપયોગ કરશો. d. અભ્યાસક્રમની આલોચના કરશો.
42	Besides managing, delivering and evaluating, planning is one of the major principles for effective instruction. What will you take care most about the students while planning instruction for inclusive classroom?	વ્યવસ્થાપન, વિતરણ અને મૂલ્યાંકન ઉપરાંત આયોજન પણ અસરકારક શિક્ષણ માટેનો એક મુખ્ય સિધ્ધાંત છે. વ્યાપક વર્ગખંડ માટે શિક્ષણનાં આયોજન કરતી વખતે તમે વિદ્યાર્થીઓને લગતી કઈ બાબત મુખ્યત્વે ધ્યાનમાં લેશો?
	a. Similarity b. Diversity c. Interest d. Attitude	a. સમાનતા b. વિભિન્નતા c. રુધિ d. અભિગમ

Section IV

Item No.	Perceived Ability to Adapt Inclusive Teaching Methods	વ્યાપક શિક્ષણ પદ્ધતિઓનું અનુકૂળન કરી શકવાની સમજણ ક્ષમતા
43	<p>Suppose, you have 30 children alongwith 3 CwSN (1CwVI, 1CwOI and 1CwHI) in your classroom and you are assigning a task by dividing the entire class into 3 groups (10 children in a group) viz Group A, B and C. Which of the following groups will you create to make your classroom inclusive?</p> <p>a. A (7 Non-disabled children + 3 CwSN), B (10 Non-disabled children), C (10 Non-disabled children)</p> <p>b. A (10 Non-disabled children), B (8 Non-disabled children + 1 CwSN (CwOI), C (9 Non-disabled children + 2 CwSN (CwVI & CwHI)</p> <p>c. A (10 Non-disabled children), B (8 Non-disabled children + 2 CwSN (CwOI & CwVI), C (9 Non-disabled children + 1 CwHI)</p> <p>d. A (9 Non-disabled children + 1 CwOI), B (9 Non-disabled children + 1 CwVI), C (9 Non-disabled children + 1 CwHI)</p>	<p>ધારો કે તમારા વર્ગમાં 30 બાળકો સાથે 3 CwSN (1CwVI, 1CwOI અને 1CwHI) ભણે છે. તમે આખા વર્ગને 3 જૂથ (એક જૂથમાં 10 બાળકો) A, B અને C માં વહેંચી કાર્ય સોંપણી કરો છો. તમારા વર્ગને વ્યાપક બનાવવા માટે નીચેનામાંથી કયા 3 જૂથો બનાવશો?</p> <p>a. A (7 બિન-અપંગ બાળકો + 3 CwSN), B (10 બિન-અપંગ બાળકો), C (10 બિન-અપંગ બાળકો)</p> <p>b. A (10 બિન-અપંગ બાળકો), B (8 બિન-અપંગ બાળકો + 2 CwSN (CwOI અને CwVI), C (9 બિન-અપંગ બાળકો + 1 CwHI)</p> <p>c. A (10 બિન-અપંગ બાળકો), B (8 બિન-અપંગ બાળકો + 1 CwSN (CwOI), C (9 બિન-અપંગ બાળકો + 2 CwSN (CwVI અને CwHI)</p> <p>d. A (9 બિન-અપંગ બાળકો + 1 CwOI), B (9 બિન-અપંગ બાળકો + 1 CwVI), C (9 બિન-અપંગ બાળકો + 1 CwHI)</p>
44	<p>The plus curriculum is generally recommended for children with</p> <p>a. blindness.</p> <p>b. mental retardation.</p> <p>c. hearing impairment.</p> <p>d. orthopaedically handicap.</p>	<p>Plus curriculum મુખ્યત્વે કયા પ્રકારના વિદ્યાર્થીઓ માટે સૂચિત કરેલ છે?</p> <p>a. અંધ</p> <p>b. માનસિક મંદ</p> <p>c. શ્રવણ ક્ષતિ ગ્રસ્ત</p> <p>d. અસ્થિ વિષયક ક્ષતિ ગ્રસ્ત</p>

45	Total communication method could be best suitable in teaching students with	કુલ સંચાર પધ્ધતિ (Total communication method) કયા પ્રકારનાં વિદ્યાર્થીઓને ભણાવવામાં સહુથી વધુ યોગ્ય બની શકે?
	a. mental retardation. b. visual impairment. c. hearing impairment. d. orthopaedic impairment.	a. માનસિક મંદ b. દ્રષ્ટિ વિષયક ક્ષતિ ગ્રસ્ત c. શ્રવણ ક્ષતિ ગ્રસ્ત d. અસ્થિ વિષયક ક્ષતિ ગ્રસ્ત
46	Which among the following is considered one of the most popular service delivery models for increasing instructional equity for CwSN in heterogeneous classroom?	વિજાતિય વર્ગખંડમાં CwSN માટે સમન્યાયી શિક્ષણ વધારવા નીચેનામાંથી કયું એક સહુથી વધુ લોકપ્રિય સેવા વિતરણ મોડલ માનવામાં આવે છે?
	a. Co-teaching of expert teachers b. Co-teaching of general and special educators c. Individualized teaching by subject teacher d. Peer teaching	a. નિષ્ણાંત શિક્ષકોનું સહ-અધ્યાપન b. સામાન્ય અને વિશિષ્ટ અધ્યાપકોનું સહ-અધ્યાપન c. વિષય શિક્ષક દ્વારા વ્યક્તિગત શિક્ષણ d. સહ-અધ્યેતા દ્વારા શિક્ષણ
47	In inclusive education, individualized instruction does not mean	વ્યાપક શિક્ષણમાં વ્યક્તિગત શિક્ષણનો અર્થ શું નથી?
	a. individual instructions as and when required for teaching-learning b. individual teaching to CwSN as per their learning need c. permitting child to pursue a preferred mode of learning d. teaching by individual teacher	a. અધ્યાપન-અધ્યાપનમાં જ્યારે અને જેવી રીતે જરૂરી હોય તેવું વ્યક્તિગત શિક્ષણ b. CwSN ની ભણવાની જરૂરિયાતો મુજબ તેમને વ્યક્તિગત શિક્ષણ c. ભણવા પસંદ કરેલ કાર્યો કરવા માટે બાળકને પરવાનગી આપવી d. એક શિક્ષક દ્વારા શિક્ષણ
48	Which among the following aspects you will not consider for evaluating success of CwSN in inclusive education?	વ્યાપક શિક્ષણમાં CwSN ની સફળતાના મૂલ્યાંકન માટે નીચેના પાસામાંથી કયું પાસુ તમે ધ્યાનમાં નહીં લો?
	a. Academic achievement b. Attitude towards learning c. Interaction with teachers and peers d. Inability to participate in some co-curricular activities	a. અભ્યાસકીય સિધ્ધિ b. ભણવા તરફનું વલણ c. શિક્ષક અને વિદ્યાર્થીઓ સાથેની પ્રતિક્રિયા d. કેટલીક સહ-અભ્યાસકીય પ્રવૃત્તિઓમાં ભાગ નહીં લઈ શકવાની અક્ષમતા

49	For teaching a blind or a low vision student in inclusive classroom, there must be no change in	વ્યાપક વર્ગખંડમાં અંધ અથવા અલ્પ દ્રષ્ટિ ધરાવતા વિદ્યાર્થીને ભણાવવા માટે શેમાં બદલાવ નહીં જ થાય?
	a. content of lesson b. curricular activities c. instructional method d. strategies of teaching	a. પાઠનું વિષયવસ્તુ b. અભ્યાસકીય ક્રિયાઓ c. ભણાવવાની પદ્ધતિ d. ભણાવવાની વ્યૂહરચના
50	For learning to meet the diverse needs of all students, which among the following design will you use?	બધા વિદ્યાર્થીઓની વિભિન્ન જરૂરીયાતોને સંતોષી ભણાવવા માટે નીચેનામાંથી કંઈ રચનાનો તમે ઉપયોગ કરશો?
	a. Programmed Design of learning b. Universal Design of Learning c. National Design of Learning d. State Design of Learning	a. કાર્યક્રમિય શિક્ષણ રચના b. સાર્વત્રિક શિક્ષણ રચના c. રાષ્ટ્રિય શિક્ષણ રચના d. રાજ્ય શિક્ષણ રચના
51	Suppose you have one CwVI in your class and you have to plan co-curricular activity which can include CwVI along with normal children. Which among the following sport activity will you plan?	ધારો કે તમારા વર્ગમાં એક CwVI છે અને સામાન્ય વિદ્યાર્થીઓની સાથે તે CwVI ને સામેલ કરી શકે તેવી સહ-અભ્યાસકીય પ્રવૃત્તિનું તમારે આયોજન કરવાનું છે. નીચેનામાંથી કંઈ એક રમતનું આયોજન તમે કરશો?
	a. Chess b. Football c. Kabbadi d. Snooker	a. ચેસ b. ફૂટબોલ c. કબ્બડી d. સ્નૂકર
52	Which of the following teaching-learning material may be effective for teaching CwVI, CwOI and CwHI together?	CwVI, CwOI અને CwHI ને એકસાથે ભણાવવા માટે નીચેનામાંથી કંઈ અધ્યાપન-અધ્યયન સામગ્રી અસરકારક બની શકે?
	a. Brailier b. Chart c. Flash card d. Programmed learning	a. બ્રેઇલર b. ચાર્ટ c. ફ્લેશ કાર્ડ d. કાર્યક્રમિય શિક્ષણ

53	For learning at own pace by receiving auto feedback, which of the following learning aid can be useful to CwVI?	સ્વયં પ્રતિસાદ પ્રાપ્ત કરીને પોતાની ઝડપે શીખવા માટે નીચેનામાંથી કયું એક શિક્ષણ સહાયક સાધન CwVI ને ઉપયોગકર્તા બની શકે છે?
	a. Braille b. Abacus c. Taylor frame d. Voice synthesizer	a. બ્રેઈલર b. એબેકસ c. ટેઈલર ફ્રેમ d. વોઈસ સીન્થેસાઈઝર
54	Due to shallow abstract thinking of CwMR, while teaching the concept of ladder to them you as a teacher will	CwMR ની તાત્વિક સમજણ નજીવી હોવાને કારણે, સીડી/નિસરણી વિશેની વિભાવના ભણાવવા માટે એક શિક્ષક તરીકે તમે-
	a. use real ladder. b. lecture on ladder. c. show picture of ladder. d. give illustration of ladder.	a. વાસ્તવિક નિસરણીનો ઉપયોગ કરશો. b. નિસરણી પર વ્યાખ્યાન આપશો. c. નિસરણીનું ચિત્ર બતાવશો. d. નિસરણીના ઉદાહરણ આપશો.
55	Education of orthopaedically handicapped children in regular school necessitates	સામાન્ય શાળામાં અસ્થિવિષયક વિકલાંગ બાળકોના શિક્ષણ માટે શું જરૂરી છે?
	a. braille scripts. b. play-way method of teaching. c. removal of architectural barriers. d. auditory training.	a. બ્રેઈલ હસ્તલિપિ b. ભણાવવાની રમતાળ પધ્ધતિ c. બાંધકામ શૈલીના અવરોધો દૂર કરવા d. શ્રવણ શક્તિ અંગેની તાલિમ
56	For successful application of assistive technologies for the CwSN, which among the following parameter will you not take care?	CwSN માટેનાં સહાયક ટેકનોલોજીનો સફળતાપૂર્વક ઉપયોગ કરવા માટે નીચેનામાંથી કયું પરિમાણ તમે ધ્યાનમાં રાખશો નહીં?
	a. Knowledge of CwSN about technology b. Types of technological innovations available c. Ways that empower the CwSN for mainstream life d. Potential of CwSN for the better use of that technology	a. ટેકનોલોજી વિશે CwSN નું જ્ઞાન b. ટેકનોલોજીનાં ઉપલબ્ધ પ્રકાર c. CwSN ને સામાન્ય જીંદગી માટે સમર્થ બનાવવાની પ્રયુક્તિઓ d. ટેકનોલોજીનો વધુ સારો ઉપયોગ કરી શકે તે માટે CwSN ની સંભાવના

57	Which among the following, will you not consider for adjusting curriculum to suit the CwSN?	અભ્યાસક્રમ CwSN ને અનુરૂપ કરવા માટે તમે નીચેનામાંથી શું ધ્યાનમાં નહીં લો?
	<ul style="list-style-type: none"> a. Interest towards learning b. Learning aptitude c. Learning needs d. Ability to learn 	<ul style="list-style-type: none"> a. ભણવાની રુચિ b. ભણવાની અભિરુચિ c. ભણવાની જરૂરિયાતો d. ભણવાની ક્ષમતા

Section V

Item No.	Skills to Manage Inclusive Classroom	વ્યાપક વર્ગખંડનાં સંચાલન કરવા માટેની આવડત
58	You as a teacher will not attach label “disabled” to the Children with Disability (CwD) because labelling has adverse effects on their	તમે એક શિક્ષક તરીકે CwD ને અપંગ તરીકે નહીં સંબોધો કેમકે "અપંગ" તરીકેનું સંબોધન તેમનાં ક્યા પાસાં પર પ્રતિકૂળ અસર કરે છે?
	a. social aspect. b. language aspect. c. economical aspect. d. philosophical aspect.	a. સામાજિક પાસું b. ભાષા વિષયક પાસું c. આર્થિક પાસું d. દાર્શનિક પાસું
59	For promoting classroom climate, you as a teacher should be able to conduct class activities that	વર્ગખંડ વાતાવરણને પ્રોત્સાહિત કરવા એક શિક્ષક તરીકે તમે એવી વર્ગ પ્રવૃત્તિઓ હાથ ધરવા સક્ષમ હોવા જોઈએ કે જે
	a. discourage interaction among students. b. encourage interaction among students. c. makes different groups of students. d. Promotes CwSN only.	a. વિદ્યાર્થીઓ વચ્ચેની આંતરક્રિયાને બિન-પ્રોત્સાહિત કરે b. વિદ્યાર્થીઓ વચ્ચેની આંતરક્રિયાને પ્રોત્સાહિત કરે c. વિદ્યાર્થીઓના ભિન્ન જૂથો બનાવે d. ફક્ત CwSN ને પ્રોત્સાહિત કરે
60	As an inclusive school teacher, you should be able to assess the extent to which the	વ્યાપક શાળાનાં એક શિક્ષક તરીકે તમે એ પરિમાણ સુધી મૂલ્યાંકન કરવા સક્ષમ હોવા જોઈએ કે જેનાથી –
	a. needs of CwSN are met. b. needs of children without special needs are met. c. school needs are met. d. teacher needs are met.	a. CwSN ની જરૂરિયાતો પૂરી થાય b. વિશિષ્ટ જરૂરિયાત વગરનાં વિદ્યાર્થીઓની જરૂરિયાતો પૂરી થાય c. શાળાની જરૂરિયાતો પૂરી થાય d. શિક્ષકની જરૂરિયાતો પૂરી થાય
61	Why does a teacher require adequate training in classroom management practices for inclusive education?	વ્યાપક શિક્ષણ માટે વર્ગ સંચાલન પ્રવિધિની પર્યાપ્ત તાલીમ એક શિક્ષકને શા માટે જરૂરી છે?
	a. To meet the requirements of inclusive practices for students with special needs b. To manage and administer the behaviour of CwSN c. To discipline the CwSN d. To handle the CwSN	a. વિશિષ્ટ જરૂરિયાત ધરાવતા બાળકો માટે વ્યાપક પ્રયાસો ની જરૂરિયાતો પૂરી કરવા b. CwSN ની વર્તણૂકને વ્યવસ્થિત અને સંચાલિત કરવા c. CwSN ને શિસ્તબદ્ધ કરવા d. CwSN ને સંભાળવા

62	<p>Arrange the following categories in order that teacher must have for professional development in inclusive education.</p> <p>I Basic knowledge of the characteristics of CwSN and understanding of their role and responsibility in the inclusive education process</p> <p>II Understanding how to differentiate instructions to meet the needs of CwSN</p> <p>III Effective classroom management strategies to promote academic engagement and pro-social behaviour while minimizing disruptions to the learning environment</p> <p>IV Learning strategies to communicate and collaborate effectively with resource teachers/special educators</p>	<p>વ્યાપક શિક્ષણમાં શિક્ષકનો વ્યવસાયિક વિકાસ થવા માટે હોવી જ જોઈએ તે મુજબ નીચેની શ્રેણીને ક્રમબદ્ધ ગોઠવો.</p> <p>I CwSN નાં લક્ષણોનું મૂળભૂત જ્ઞાન અને વ્યાપક શિક્ષણ પ્રક્રિયામાં તેમની ભૂમિકા અને જવાબદારીની સમજણ</p> <p>II CwSN ની જરૂરિયાતોની પૂર્તિ કરવા શિક્ષણમાં બદલાવ કેવી રીતે લાવવો તેની સમજણ</p> <p>III શૈક્ષણિક વાતાવરણને ઓછી અસર થાય તે રીતે અભ્યાસકીય સામેલગીરી અને સામાજિક વર્તનને પ્રોત્સાહન પૂરું પાડવા માટે અસરકારક વર્ગખંડ સંચાલન માટેની વ્યૂહરચના</p> <p>IV રીસોર્સ શિક્ષકો/વિશિષ્ટ શિક્ષકો સાથે અસરકારક સહયોગ અને સંચાર માટેની શિક્ષણ વ્યૂહરચના</p>
	<p>a. I, II, III, IV</p> <p>b. IV, III, II, I</p> <p>c. IV, III, II, I</p> <p>d. II, III, I, IV</p>	<p>a. I, II, III, IV</p> <p>b. IV, III, II, I</p> <p>c. IV, III, II, I</p> <p>d. II, III, I, IV</p>
63	<p>As an inclusive school teacher, which among the following strategies will you use to promote friendship among your students?</p> <p>a. Ordering students to make friendship</p> <p>b. Selecting activities that involve competition</p> <p>c. Creating rituals that involve some students of the class</p> <p>d. Selecting activities that involve cooperation and collaboration</p>	<p>વ્યાપક શાળાનાં એક શિક્ષક તરીકે નીચેનામાંથી કઈ વ્યૂહરચના તમે તમારા વિદ્યાર્થીઓમાં મિત્રતાને પ્રોત્સાહન આપવા માટે ઉપયોગ કરશો?</p> <p>a. મિત્રતા કરવા વિદ્યાર્થીઓને દબાણ કરવું</p> <p>b. સ્પર્ધા વધે તેવી ક્રિયાઓ પસંદ કરવી</p> <p>c. વર્ગનાં કેટલાંક વિદ્યાર્થીઓનો સમાવેશ થાય તેવી પ્રવિધિ કરવી</p> <p>d. સહયોગ અને સહકાર વધે તેવી પ્રવૃત્તિઓ પસંદ કરવી</p>

64	<p>Suppose, you are working as a full time teacher in general school and two CwSN are enrolled in your class. You will provide the work in small group because</p> <p>A. all students including CwSN can be more active</p> <p>B. all students including CwSN can be more involved</p> <p>C. all students including CwSN can form their group</p> <p>D. all students including CwSN can be supportive to each other</p>	<p>ધારો કે, તમે સામાન્ય શાળામાં પૂર્ણ સમય શિક્ષક તરીકે કામ કરો છે અને તમારા વર્ગમાં બે CwSN ભણે છે. તમે વિદ્યાર્થીઓનાં નાના જૂથમાં કામ આપશો કારણકે</p> <p>A. CwSN સહિત તમામ વિદ્યાર્થીઓ વધુ સક્રિય બની શકે</p> <p>B. CwSN સહિત તમામ વિદ્યાર્થીઓ સામેલ થઈ શકે</p> <p>C. CwSN સહિત તમામ વિદ્યાર્થીઓ પોત-પોતાનાં જૂથ બનાવી શકે</p> <p>D. CwSN સહિત તમામ વિદ્યાર્થીઓ એક-બીજાને સહયોગી બની શકે</p>
	<p>a. A, B and C</p> <p>b. A, B and D</p> <p>c. A and B only</p> <p>d. B and D only</p>	<p>a. A, B અને C</p> <p>b. A, B અને D</p> <p>c. ફક્ત A અને B</p> <p>d. ફક્ત B અને D</p>
65	<p>Suppose a child frequently is upset and sometimes being verbally aggressive to his peers. What will your action as an inclusive school teacher?</p>	<p>ધારો કે એક બાળક વારંવાર વિચલિત રહે છે અને કેટલીક વખત તેના સહ-અધ્યાયીઓ તરફ મૌખિક રીતે આક્રમક બને છે. એક વ્યાપક શાળાનાં શિક્ષક તરીકે તમારી ક્રિયા શું હશે?</p>
	<p>a. Complain to school principal</p> <p>b. Strict punishment to the child</p> <p>c. Suspension to child</p> <p>d. Use of positive interactions that focus on supporting to the child</p>	<p>a. શાળાનાં આચાર્યને ફરીયાદ</p> <p>b. બાળકને સખત સજા</p> <p>c. બાળકને મોકૂફ કરવો</p> <p>d. સકારાત્મક આંતરક્રિયાઓનો ઉપયોગ કે જે બાળકને સહાયક બને તેના પર કેન્દ્રિત હોય</p>
66	<p>Which of the following types of seating arrangement will you use for the CwSN in your classroom so that each one of them can be easily observed by you?</p>	<p>નીચેનામાંથી કયા પ્રકારની બેઠક વ્યવસ્થાનો ઉપયોગ તમારા વર્ગખંડમાં કરશો કે જેથી દરેક CwSNનું નિરીક્ષણ તમે સરળતાથી કરી શકો?</p>
	<p>a. S</p> <p>b. T</p> <p>c. U</p> <p>d. Z</p>	<p>a. S</p> <p>b. T</p> <p>c. U</p> <p>d. Z</p>

67	Suppose your school is not yielding satisfactory result for inclusive education, which among the following issue will you not address for improving the result in inclusive education?	ધારો કે વ્યાપક શિક્ષણ માટે તમારી શાળા સંતોષકારક પરિણામ આપતી નથી તો શાળાનું પરિણામ સુધારવા માટે નીચેનામાંથી કયો મુદ્દો તમે સંબોધશો નહીં?
	a. Need of curriculum Modifications b. Lack of infrastructural Facilities c. Lack of playing Equipments d. Lack of educational Materials	a. અભ્યાસક્રમમાં ફેરફારની જરૂરિયાત b. માળખાગત સુવિધાઓની ઉણપ c. રમત-ગમતનાં સાધનોની ઉણપ d. શૈક્ષણિક સામગ્રીની ઉણપ
68	For effective classroom management in inclusive education, a teacher does not require proficiency in the analysis of students'	વ્યાપક શાળામાં અસરકારક વર્ગખંડ સંચાલન માટે નીચેનામાંથી શાના પૃથ્થકરણમાં પ્રાવિણ્ય એક શિક્ષક માટે જરૂરી નથી?
	a. outcomes. b. behaviour. c. performance. d. mental condition.	a. પરિણામ b. વર્તણૂક c. કામગીરી d. માનસિક સ્થિતિ
69	Which among the following will not be helpful to the inclusive school teacher for identifying and assessing the CwSN?	એક વ્યાપક શિક્ષણનાં શિક્ષક તરીકે CwSN ને ઓળખવા અને આકારણી કરવા નીચેનામાંથી કયું તમને સહાયકત્વ નહીં બને?
	a. Observing them in various settings b. Administering paper-pencil tests c. Administering psychological tests d. Examining school records	a. વિવિધ રીતે તેમનું નિરીક્ષણ b. પેપર-પેન્સિલ કસોટીઓનો અમલ c. મનોવૈજ્ઞાનિક કસોટીઓનો અમલ d. શાળાનાં દસ્તાવેજોની ચકાસણી
70	Which among the following competencies is least important for the regular school teachers in inclusive classroom?	વ્યાપક વર્ગખંડમાં નિયમિત શિક્ષક માટે નીચેનામાંથી કંઈ એક નિપૂણતા ઓછી મહત્વપૂર્ણ છે?
	a. Interaction with CwSN b. Teaching PLUS curriculum c. Managing behaviour of CwSN d. Creating learning environment	a. CwSN સાથે સંવાદતા b. PLUS curriculum ભણાવવો c. CwSN ની વર્તણૂકનું સંચાલન d. ભણવા માટેનું વાતાવરણ બનાવવું

Suggestions (□□□□□)/ Comments (□□□□□□)

APPENDIX VIII

Oral Instructions

Though the written instructions are comprehensive and self-explanatory, the following oral instructions were also given.

- ☐ If you have any difficulty regarding the test then ask to test administrator but do not ask or discuss with others.
- ☐ You will be given enough time to answer all the items so give answer after due thinking without hastening in finishing the test.
- ☐ You have to give answer of all the items so please see whether all items are answered before submitting your answer sheet to test administrator.
- ☐ You can write your suggestion(s)/comment(s) on item(s) for its further improvement.
- ☐ Your sincere and honest answers will help us a lot in our endeavour.

APPENDIX IX

SMEs' Rating on Final Version of IETAT

Respected Sir/Madam,

Thank you very much for providing your precious time in validating IETAT. The following rating scale is about your views on the constructed IETAT. Ten components about the constructed IETAT are put under 5 point scale viz. Outstanding (O), Very Good (VG), Good (G), Improvement Needed (IN) and Un-Satisfactory (US). Please give your response by putting a tick mark (✓) against the appropriate level of satisfaction as you perceive.

Sr. No.	Items	O (5)	VG (4)	G (3)	IN (2)	US (1)
1	Instruction provided for test					
2	Items covered for receiving general information about sample					
3	Component decided					
4	Items framed under each components					
5	Question structure					
6	Relevance of the items with the component					
7	Alternatives given with the items					
8	Language used in the test					
9	Formatting of pages					
10	Setting of items and pages					
11	Length of test					
12	Ease of administration on pre-service teachers					
13	Overall appearance					

Name of Expert:

Date:

APPENDIX X
Forwarding Letter for Data Collection



Department of Education [CASE & IASE]

Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara: 390 002

Phone (O): 0265 2795516, 0265 2792631, 0265 2784969

Date: . . 2017

To,
The Head/Principal

Subject: Permission for Data Collection from B.Ed.-I [First Year] Students

Sir/Madam,

Dr. Hemendra S. Mistry is a UGC Post-Doctoral Fellow working on **Construction and Standardization of Inclusive Education Teaching Aptitude Test [IETAT]** at Department of Education [CASE & IASE], Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. For the said research work, he needs to collect data from B.Ed.-I [First Year] students. We request you to permit him to collect data from the B.Ed.-I [First Year] students of your institute. We assure you that the collected data will be kept confidentially and will be used for research purpose only.

Thanking you,

Dr. H. S. Mistry
UGC-PDF

Prof. S. C. Panigrahi
Mentor

Professor in Education
Department of Education [CASE]
Faculty of Education & Psychology
The M. S. University of Baroda
Vadodara, Gujarat.

Prof. R. C. Patel
Head, CASE & Dean, FEP

Dean
Faculty of Education & Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara.

APPENDIX XI

IETAT

Inclusive Education Teaching Aptitude Test (IETAT)	વ્યાપક શિક્ષણ અધ્યાપન અભિરૂચિ કસોટી (IETAT)
<p>Dear Friend,</p> <p>This Inclusive Education Teaching Aptitude Test (IETAT) is constructed for measuring your teaching aptitude for inclusive education. 50 items related to your thought about the Inclusive Education are given in this booklet. Four alternatives are given with every item. Read every item carefully and give your answer by encircling the option <input type="radio"/> in the given separate answer sheet.</p> <p>e.g. Suppose your answer is a then encircle on the option like <input type="radio"/> a</p> <p>Please read these instructions carefully before starting to give answers.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Provide all the general information about your age, gender, stream, level of education, teaching experience by encircling <input type="radio"/> the appropriate alternative given with every item. • There are 50 items given under five factors viz. Knowledge about Inclusive Education (10 items), Perceived Ability to Identify Disabilities (10 items), Attitude towards Teaching Children with Special Needs (CwSN, 10 items), Perceived Ability to Adapt Inclusive Teaching Methods (10 items) and Skills to Manage Inclusive Classroom (10 items). • Do not leave any item unanswered. • There is no time limit for completion of this test. But work rapidly as much as you can • The main purpose of this test is to measure your aptitude only. There are no marks for this test and this test will not affect your result or academics. • Besides answering write difficulties (if any) in answering and your suggestions/opinions for further improvement of item(s). • Research studies are useful only when reliable and accurate data are collected. So please give honest and sincere answers. • Return the answer sheet along with the test-booklet to test administrator after answering all the items. <p>You are assured that all the information provided by you will be kept strictly confidential and used for research purpose only.</p> <p>Thanking you,</p> <p>Dr. H. S. Mistry UGC-DSRPD Fellow</p>	<p>પ્રિય મિત્ર,</p> <p>આ વ્યાપક શિક્ષણ અધ્યાપન અભિરૂચિ કસોટી (IETAT), વ્યાપક શિક્ષણ માટે તમારી અભિરૂચિ માપવા માટે બનાવવામાં આવી છે. વ્યાપક શિક્ષણ વિશે તમારા વિચાર સાથે સંબંધિત 50 વસ્તુઓ આ પુસ્તિકામાં આપવામાં આવી છે. દરેક વસ્તુ સાથે ચાર વિકલ્પો આપેલ છે. દરેક વસ્તુ કાળજીપૂર્વક વાંચીને તમારા શ્રેષ્ઠ જ્ઞાન મુજબ યોગ્ય વિકલ્પ પર ગોળ વર્તુળ <input type="radio"/> દોરી જવાબ આપવાનાં છે.</p> <p>ઉદાહરણ તરીકે: ધારોકે તમારો જવાબ a વિકલ્પ હોય તો તેની પર ગોળ વર્તુળ દોરો. જેમ કે <input type="radio"/> a</p> <p>જવાબો લખવાના શરૂ કરતા પહેલાં ફૂપા કરીને નીચે આપેલ સૂચનાઓ કાળજીપૂર્વક વાંચો.</p> <p>સૂચનાઓ:</p> <ul style="list-style-type: none"> • તમારા વિશેની સામાન્ય માહિતી જેમકે તમારી ઉંમર, લિંગ, પ્રવાહ, શિક્ષણ સ્તર, અધ્યાપન અનુભવ વગેરેનો જવાબ સાથે આપેલ વિકલ્પો પૈકી યોગ્ય વિકલ્પ પર ગોળ વર્તુળ <input type="radio"/> દોરી જવાબ આપો. • પાંચ ઘટકો જેવાકે વ્યાપક શિક્ષણ વિશે જ્ઞાન (10 વસ્તુઓ), અપંગતા ઓળખી કાઢવાની સમજણ ક્ષમતા (10 વસ્તુઓ), CwSN ને ભણાવવા માટેનું વલણ (10 વસ્તુઓ), વ્યાપક શૈક્ષણિક પદ્ધતિઓનું અનુકૂલન કરી શકવાની સમજણ ક્ષમતા (10 વસ્તુઓ) અને વ્યાપક વર્ગખંડ સંચાલન કરવાની આવડત (10 વસ્તુઓ) એમ કુલ 50 વસ્તુઓ આપવામાં આવેલ છે. • કોઈ પણ વસ્તુ અનુત્તરિત છોડવી નહીં. • આ કસોટી પૂરી કરવા માટે કોઈ સમયમર્યાદા નથી પરંતુ જેમ બને તેમ જલ્દીથી જવાબ આપવા. • આ કસોટીનો મુખ્ય હેતુ ફક્ત વ્યાપક શિક્ષણ પ્રત્યે તમારી અભિરૂચિ જાણવાનો છે. આ કસોટી માટે કોઈ માર્ક્સ આપવામાં આવશે નહીં અને આ કસોટી તમારા પરિણામ કે અભ્યાસને અસર કરશે નહીં. • જવાબ આપવા ઉપરાંત કોઈ વસ્તુના સુધારા માટે કે તમને જવાબ આપવા માટે પડતી મૂશ્કેલી વિશે તમારા કોઈ મંતવ્યો/સૂચનો હોય તો તે પણ જે-તે વસ્તુની સાથે લખવા. • જ્યારે વિશ્વાસપાત્ર અને ચોકસાઈભરી માહિતી એકત્રીકરણ થાય તોજ સંધોધન અભ્યાસ ઉપયોગી બને છે. તેથી પ્રમાણિકપૂર્વક ચથાર્થ જવાબો આપવા. • બધા પ્રશ્નોના જવાબ આપ્યા પછી કસોટીપત્રક સહીત જવાબવહી કસોટી વેનારને પાછી આપવી. <p>તમને ખાતરી આપવામાં આવે છે કે તમારા દ્વારા પૂરી પાડવામાં આવેલ માહિતી તદ્દન ખાનગી રાખવામાં આવશે અને ફક્ત સંશોધન હેતુ માટે જ તેનો ઉપયોગ કરવામાં આવશે.</p> <p>આભાર,</p> <p>ડૉ. એચ. એસ., મિસ્ત્રી UGC-DSRPD ફેલો</p>

Abbreviations Used

- CwSN Children with Special Needs (વિશિષ્ટ જરૂરિયાત ધરાવતા બાળકો)
- EMR Educable Mentally Retarded (ભણાવી શકાય તેવા માનસિકરૂપે મંદ બાળકો)
- CwOI Children with Orthopaedic Impairmentબાળકો (અસ્થિવિષયક ક્ષતિ ધરાવતા બાળકો)
- CwVI Children with Visual Impairment (દ્રષ્ટિની ક્ષતિ ધરાવતા બાળકો)
- CwHI Children with Hearing Impairment (શ્રવણ ક્ષતિ ગ્રસ્ત બાળકો)
- CwMR Children with Mental Retardation (માનસિકરૂપે મંદ બાળકો)
- CwD Children with Disabilities (અપંગતા ધરાવતા બાળકો)





Section I

Item No.	Knowledge about Inclusive Education	વ્યાપક શિક્ષણ વિશે જ્ઞાન
1	In inclusive education, teacher needs to recognize students'	વ્યાપક શિક્ષણમાં શિક્ષકે વિદ્યાર્થીઓમાં શું ઓળખી કાઢવાની જરૂર હોય છે?
	a. individual differences. b. physical differences. c. mental differences. d. age differences.	a. વ્યક્તિગત ભિન્નતા b. શારિરીક ભિન્નતા c. માનસિક ભિન્નતા d. વય ભિન્નતા
2	As an inclusive school teacher, you need to have strong skill in conducting	વ્યાપક શાળાનાં એક શિક્ષક તરીકે તમારામાં નીચેનામાંથી શું કરવા માટે સક્ષમ કૌશલ્ય હોવું જોઈએ?
	a. action research. b. historical research. c. correlation research. d. descriptive research.	a. ક્રિયા સંશોધન b. ઐતિહાસિક સંશોધન c. સંબંધ સંશોધન d. વર્ણનાત્મક સંશોધન
3	As a new teacher in inclusive school, you will not	વ્યાપક શાળામાં એક નવાં શિક્ષક તરીકે તમે નીચેનામાંથી શું નહીં કરો?
	a. participate in academic forums on inclusive education b. work collaboratively with other teachers. c. participate with experienced teachers. d. criticise other teachers work.	a. વ્યાપક શિક્ષણ વિશેની અભ્યાસકીય કાર્યશાળાઓમાં ભાગ લેવો b. અન્ય શિક્ષકો સાથે સહયોગી કાર્ય કરવું c. શાળાનાં અનુભવી શિક્ષકો સાથે સહભાગી થવું d. અન્ય શિક્ષકોના કામની ટીકા કરવી
4	Inclusive education programme does not focus	વ્યાપક શિક્ષણ કાર્યક્રમ શાના પર કેન્દ્રિત નથી?
	a. inclusion of all types of children in school. b. providing adequate infrastructure facilities to CwSN. c. accommodation of CwSN into a general school setting. d. the restructuring of schools to accept and provide for the needs of CwSN.	a. દરેક પ્રકારનાં બાળકોનો શાળામાં સમાવેશ b. વિશિષ્ટ જરૂરિયાત ધરાવતા બાળકો (CwSN) ને પ્રયાસ માળખાકીય સુવિધાઓ પૂરી પાડવી c. CwSN ને સામાન્ય શાળામાં સમાવવા d. CwSN ની જરૂરિયાતો પૂરી પાડવા અને તેમને સ્વીકારવા શાળાની પુનઃરચના કરવી

5	The ultimate goal of inclusive education is to teach	વ્યાપક શિક્ષણનો મૂળભૂત ધ્યેય નીચેનામાંથી કોને ભણાવવાનો છે?
	a. all students together. b. minority students. c. slow learners. d. CwSN.	a. બધા વિદ્યાર્થીઓને સાથે b. લઘુમતિ વિદ્યાર્થીઓ c. ધીમી ગતિએ શીખનારા d. CwSN
6	Inclusive education does not mean	વ્યાપક શિક્ષણ અર્થાત શું નથી?
	a. including all CwSN in special schools. b. determining placement of CwSN in general classroom. c. creating an environment that supports and include all types learners. d. providing home based education to all CwSN.	a. બધા CwSN ને વિશિષ્ટ શાળાઓમાં સમાવવા b. CwSN ની નિયુક્તિ સામાન્ય વર્ગખંડમાં નક્કી કરવી c. એવી પરિસ્થિતિનું નિર્માણ કરવું કે જે બધા પ્રકારનાં વિદ્યાર્થીઓને સમાવે અને મદદ કરે d. બધા CwSN ને ઘરે શિક્ષણ પુરું પાડવું
7	Enrolling CwSN in general schools can	નિયમિત શાળાઓમાં CwSN ને દાખલ કરાવામાં આવે તો શું થઈ શકે?
	a. affect the quality of education. b. lead to less enrolment of other students. c. affect the performance of other students. d. realize their potentials as other students.	a. શિક્ષણની ગુણવત્તા પર અસર b. સામાન્ય બાળકોનાં ઓછી નોંધણીમાં પરિણમે c. અન્ય વિદ્યાર્થીઓની કામગીરી પર અસર d. બીજા વિદ્યાર્થીઓની જેમ જ તેમની સામર્થ્યતા જાણી શકે
8	Inclusive education involves	વ્યાપક શિક્ષણ નીચેનામાંથી શું સમાવિષ્ટ કરે છે?
	a. grouping CwSN with their disabled counterparts. b. providing home based education to all CwSN. c. keeping CwSN in segregated classrooms. d. keeping CwSN in general classrooms.	a. CwSN ને તેમનાં જેવાજ બીજા અપંગ બાળકો સાથે જૂથમાં રાખવા b. CwSN ને ઘર આધારિત શિક્ષણ પૂરું પાડવું c. CwSN ને અલગ વર્ગખંડમાં રાખવા d. CwSN ને સામાન્ય વર્ગોમાં રાખવા

9	<p>Learning in inclusive classroom should not be</p> <ul style="list-style-type: none"> a. active. b. passive. c. in group. d. participatory. 	<p>વ્યાપક વર્ગખંડમાં શિક્ષણ કેવું ન હોવું જોઈએ?</p> <ul style="list-style-type: none"> a. ક્રિયાશીલ b. નિષ્ક્રિય c. જૂથમાં d. સહયોગી
10	<p>As an inclusive classroom teacher, which opportunity will you prefer most to give to parents of CwSN?</p> <ul style="list-style-type: none"> a. To collaborate in decision making about the placement, information and services of their child b. To share information about the achievement of their child c. To take care in completing the home assignments of their child d. To participate in school functions 	<p>વ્યાપક વર્ગખંડનાં શિક્ષક તરીકે તમે, CwSN નાં વાલીને કંઈ તક આપવા સૌથી વધુ પ્રાધાન્ય આપશો?</p> <ul style="list-style-type: none"> a. તેમના બાળકની નિયુક્તિ, માહિતી અને સેવાઓ વિશેના નિર્ણાયક કાર્યોમાં સહયોગી થવા b. તેમના બાળકની સિદ્ધિ વિશે માહિતીનું આદાન-પ્રદાન કરવા c. તેમના બાળકનું ગૃહકાર્ય પૂરું કરવાની કાળજી લેવા d. શાળાનાં પ્રસંગોમાં ભાગ લેવા

Section II

Item No.	Perceived Ability to Identify Disabilities	અપંગતા ઓળખી કાઢવાની સમજણ ક્ષમતા
11	Observe the given figures carefully.	આપેલ આકૃતિનું કાળજીપૂર્વક અવલોકન કરો.
	    <p>I II III IV</p>	
	Select the correct alternative that depicts the types of disability.	અપંગતાના પ્રકાર દર્શાવતો સાચો વિકલ્પ પસંદ કરો.
	<p>a. I-Blindness, II- Deafness, III- Orthopaedic handicap, IV-Mental retardation</p> <p>b. I-Deafness, II-Orthopaedic handicap, III-Mental retardation, IV-Blindness</p> <p>c. I-Mental retardation, II-Blindness, III-Deafness, IV-Orthopaedic handicap</p> <p>d. I-Orthopaedic handicap, II-Mental retardation, III-Deafness, IV- Blindness</p>	<p>a. I-અંધત્વ, II-બધિરતા, III-અસ્થિ વિષયક વિકલાંગતા, IV-માનસિક મંદતા</p> <p>b. I-બધિરતા, II-અસ્થિ વિષયક વિકલાંગતા, III-માનસિક મંદતા, IV-અંધત્વ</p> <p>c. I-માનસિક મંદતા, II-અંધત્વ, III-બધિરતા, IV-અસ્થિ વિષયક વિકલાંગતા</p> <p>d. I-અસ્થિ વિષયક વિકલાંગતા, II-માનસિક મંદતા, III-અંધત્વ, IV-બધિરતા</p>
12	The teachers will not show remarkable readiness to enroll and teach CwSN unless they are	CwSN દાખલ કરવા અને ભણાવવા માટે એ શિક્ષકો નોંધપાત્ર તૈયારી નહીં બતાવે સિવાય કે જેઓ -
	<p>a. highly qualified.</p> <p>b. aware of disabilities.</p> <p>c. kind and sympathetic.</p> <p>d. interested in social service.</p>	<p>a. ખૂબ જ લાયક હોય.</p> <p>b. અપંગતા વિશે જાગૃત્ત હોય.</p> <p>c. દયાળું અને માયાળું હોય.</p> <p>d. સામાજિક સેવા કરવામાં રુચિ ધરાવતા હોય.</p>

13	Which among the following is not the feature of Rights of Person with Disabilities Act (2016)?	નીચેનામાંથી કયો એક વિકલ્પ અપંગતા ધરાવતા લોકોના અધિકારોનો અધિનિયમ (2016) ની વાક્ષણિકતા દર્શાવતો નથી?
	a. Mental Health of CwSN b. Full participation of CwSN c. Equal opportunity to CwSN d. Protection of rights of CwSN	a. CwSN નું માનસિક સ્વાસ્થ્ય b. CwSN નો સંપૂર્ણ સહભાગ c. CwSN ની સમાન તક d. CwSN નાં અધિકારોનું રક્ષણ
14	Which among the following represents the functional relationship of the terms?	નીચેનામાંથી કયો એક -વિકલ્પ આપેલ પદોનો કાર્યાત્મક સંબંધ દર્શાવે છે?
	a. Impairment → Disability → Handicap b. Handicap → Disability → Impairment c. Disability → Impairment → Handicap d. Impairment → Handicap → Disability	a. ક્ષતિ → અપંગતા → વિકલાંગતા b. વિકલાંગતા → અપંગતા → ક્ષતિ c. અપંગતા → ક્ષતિ → વિકલાંગતા d. ક્ષતિ → વિકલાંગતા → અપંગતા
15	One of your students who cannot see properly because of faulty image formation is an example of	તમારો એક વિદ્યાર્થી જે ખામી સભર છબી રચનાને યોગ્ય રીતે જોઈ શકતો નથી તે નીચેનામાંથી શાનું એક ઉદાહરણ છે?
	a. impairment. b. retardation. c. disability. d. handicap.	a. ક્ષતિ b. મંદતા c. અપંગતા d. વિકલાંગતા
16	Mental retardation is not a	માનસિક મંદતા નીચેનામાંથી શું એક નથી?
	a. disease. b. disability. c. condition. d. impairment.	a. રોગ b. અપંગતા c. સ્થિતિ d. ક્ષતિ

17	IQ range of Educable Mentally Retarded (EMR) is	શિક્ષણ આપી શકાય તેવા માનસિક રૂપે મંદ (EMR) નાં બુદ્ધિઆંકની શ્રેણી કંઈ છે?
18	Suppose, one of your student is having trouble in hearing and understanding soft speech in noisy background. Which among the following hearing loss he will have?	ધારો કે, તમારા એક વિદ્યાર્થીને ઘોઘાટીયા પૃષ્ઠભૂમિમાં ધીમા અવાજવાળું ભાષણ સાંભળવામાં અને સમજવામાં મુશ્કેલી પડે છે. નીચેનામાંથી કયા પ્રકારની બહેરાશ તેને હશે?
19	Children with Orthopaedic Impairment (CwOI) should not be over protected in class because	વર્ગમાં અસ્થિવિષયક ક્ષતિગ્રસ્ત બાળકો (CwOI) નો વધુ બચાવ કરવો જોઈએ નહીં કારણકે-
	a. it may develop habit of demanding extra attention. b. it may develop habit of demanding extra materials. c. it may develop habit of demanding more learning. d. it may develop habit of demanding leave.	a. તેનાથી વધારે ધ્યાન માંગણીની આદત વિકાસી શકે છે. b. તેનાથી વધુ સામગ્રી માંગણીની આદત વિકાસી શકે છે. c. તેનાથી વધુ અભ્યાસ માંગણીની આદત વિકાસી શકે છે. d. તેનાથી વધુ રજા માંગણીની આદત વિકાસી શકે છે.

20	Match the column A with column B.	સ્તંભ A ની વસ્તુઓ સાથે સ્તંભ B ની વસ્તુઓ જોડો.																																								
	<table><tr><td></td><td>Column A (Type of Disability)</td><td></td><td>Column B (Supporting Device)</td></tr><tr><td>A</td><td>Children with Visual Impairment (CwVI)</td><td>I</td><td>Visual and tactile aids for learning</td></tr><tr><td>B</td><td>Children with Orthopaedic Impairment (CwOI)</td><td>II</td><td>Sign Language</td></tr><tr><td>C</td><td>Children with Hearing Impairment (CwHI)</td><td>III</td><td>Calipers</td></tr><tr><td>D</td><td>Children with Mental Retardation (CwMR)</td><td>IV</td><td>Abacus for mathematics learning</td></tr></table>		Column A (Type of Disability)		Column B (Supporting Device)	A	Children with Visual Impairment (CwVI)	I	Visual and tactile aids for learning	B	Children with Orthopaedic Impairment (CwOI)	II	Sign Language	C	Children with Hearing Impairment (CwHI)	III	Calipers	D	Children with Mental Retardation (CwMR)	IV	Abacus for mathematics learning	<table><tr><td></td><td>સ્તંભ A (અપંગતાનો પ્રકાર)</td><td></td><td>સ્તંભ B (સહાયક સાધન)</td></tr><tr><td>A</td><td>દ્રષ્ટિની ક્ષતિવાળા બાળકો (CwVI)</td><td>I</td><td>શિક્ષણ માટે દૃષ્ટિ વિષયક અને સ્પર્શનિદ્રિય માટે સહાયક વસ્તુઓ</td></tr><tr><td>B</td><td>અસ્થિવિષયક ક્ષતિવાળા બાળકો (CwOI)</td><td>II</td><td>સંકેતિક ભાષા</td></tr><tr><td>C</td><td>શ્રવણ ક્ષતિવાળા બાળકો (CwHI)</td><td>III</td><td>કેલિપર્સ</td></tr><tr><td>D</td><td>માનસિક મંદતાવાળા બાળકો (CwMR)</td><td>IV</td><td>ગણિતશાસ્ત્ર શીખવા માટે એબકસ (સંખ્યા ગણવા માટે વપરાતી મણકાની ઘોડી)</td></tr></table>		સ્તંભ A (અપંગતાનો પ્રકાર)		સ્તંભ B (સહાયક સાધન)	A	દ્રષ્ટિની ક્ષતિવાળા બાળકો (CwVI)	I	શિક્ષણ માટે દૃષ્ટિ વિષયક અને સ્પર્શનિદ્રિય માટે સહાયક વસ્તુઓ	B	અસ્થિવિષયક ક્ષતિવાળા બાળકો (CwOI)	II	સંકેતિક ભાષા	C	શ્રવણ ક્ષતિવાળા બાળકો (CwHI)	III	કેલિપર્સ	D	માનસિક મંદતાવાળા બાળકો (CwMR)	IV	ગણિતશાસ્ત્ર શીખવા માટે એબકસ (સંખ્યા ગણવા માટે વપરાતી મણકાની ઘોડી)
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D	માનસિક મંદતાવાળા બાળકો (CwMR)	IV	ગણિતશાસ્ત્ર શીખવા માટે એબકસ (સંખ્યા ગણવા માટે વપરાતી મણકાની ઘોડી)																																							
	a. A-I, B-II, C-III, D-IV b. A-II, B-III, C-IV, D-I c. A-IV, B-III, C-II, D-I d. A-III, B-IV, C-I, D-II	a. A-I, B-II, C-III, D-IV b. A-II, B-III, C-IV, D-I c. A-IV, B-III, C-II, D-I d. A-III, B-IV, C-I, D-II																																								

Section III		
Item No.	Attitude towards Teaching Children with Special Needs	વિશિષ્ટ જરૂરિયાત ધરાવતા બાળકોને ભણાવવા માટેનું વલણ
21	Quality of life of CwSN in their adulthood cannot be improved unless they are provided educational support at the stage of	CwSN ને પુખ્તવયે તેમના જીવનની ગુણવત્તા સુધારી શકાય નહીં સિવાય કે તેમને _____ સ્તરે શૈક્ષણિક મદદ પૂરી પાડવામાં આવે.
	a. higher education. b. primary schooling. c. secondary schooling. d. higher secondary schooling.	a. ઉચ્ચ શિક્ષણ સ્તરે b. પ્રાથમિક શાળા કક્ષાએ c. માધ્યમિક શાળા કક્ષાએ d. ઉચ્ચ માધ્યમિક શાળા કક્ષાએ
22	Suppose, a visually impaired student studying in standard VII is residing in your neighbouring area. Her parents request you to teach her after your college hours. What will be your response?	ધારો કે દ્રષ્ટિની ક્ષતિ ધરાવતો એક વિદ્યાર્થી તમારા રહેણાંક વિસ્તારમાં રહે છે. તમારા કોલેજ સમય પછી તેને ભણાવવા માટે તેના માતા-પિતા તમને વિનંતી કરે છે. તમારો જવાબ નીચેનામાંથી શું હશે?
	a. I will advise them to recruit special teacher for their child b. I will accept as it will help me to gain some experience c. I will tell them about my busy schedule d. I will reject their request as it's not my duty	a. તેના માટે વિશિષ્ટ શિક્ષક રોકવાની તેમને સલાહ આપીશ b. તે મને કેટલોક અનુભવ મેળવવા મદદરૂપ થશે તેથી હું સ્વીકાર કરીશ c. હું તેમને મારા વ્યસ્ત સમયપત્રક વિશે જણાવીશ d. તે મારી ફજર નથી તેથી તેમની વિનંતી નકારી દઈશ
23	After your training at the B.Ed. level, you get a job in an inclusive school where CwSN are enrolled. You will	B.Ed. સ્તરીય તાલીમ પછી તમને એક વ્યાપક શાળામાં નોકરી મળે છે કે જ્યાં CwSN ભણે છે. તમે-
	a. accept the job as teaching all types students is teacher's duty. b. reject job by thinking that it's burden to teach CwSN. c. not join job and will start private coaching. d. search job in other schools.	a. બધા પ્રકારનાં વિદ્યાર્થીઓને ભણાવવા એ શિક્ષકની ફરજ છે તેથી નોકરીનો સ્વીકાર કરશો. b. CwSN ને ભણાવવું બોજા સમાન છે તેમ વિચારી નોકરી નકારી દેશો. c. નોકરીમાં નહીં જોડાવો અને ખાનગી અનુશિક્ષણ ચાલું કરશો. d. બીજી શાળામાં નોકરી શોધશો.

24	Which among the following categories of students will you prefer to teach in your classroom?	તમારા વર્ગખંડમાં નીચેનામાંથી તમે કયા પ્રકારનાં વિદ્યાર્થીઓને ભણાવવા પસંદ કરશો?
	a. Gifted b. CwSN c. All students including CwSN d. Socially and economically weak	a. પ્રતિભાસંપન્ન b. CwSN c. CwSN સહીત બધા પ્રકારનાં વિદ્યાર્થીઓ d. સામાજિક અને આર્થિક રીતે પછાત
25	Respect and support to CwSN cannot be best taught to non-disabled students of classroom unless teacher	વર્ગમાં બિન-અપંગ વિદ્યાર્થીઓને CwSN નો આદર તથા મદદ કરવા સહુથી સારી રીતે ન શીખવાડી શકાય સિવાય કે શિક્ષક -
	a. tells stories on disability. b. orders normal students. c. show videos on disability. d. models the same.	a. અપંગતા ઉપર વાર્તાઓ કહે. b. બિન-અપંગ વિદ્યાર્થીઓને આદેશ આપે. c. અપંગતા ઉપર વિડીયો બતાવે. d. પોતે તે માટે અનુકરણ કરે.
26	Given an opportunity to teach in inclusive class, you will not remain much focused on students'	વ્યાપક વર્ગમાં ભણાવવાની તક મળે તો વિદ્યાર્થીઓની કઈ બાબત પર તમે વધારે ધ્યાન કેન્દ્રિત કરશો નહીં?
	a. understanding. b. weaknesses. c. strength. d. interest.	a. સમજ b. નબળાઈઓ c. સામર્થ્ય d. રુચિ
27	Excellent educational infrastructure, articulated educational policy, well resourced programme and effective inclusion must not take place without	ઉત્તમ શૈક્ષણિક માળખું, સ્પષ્ટ શૈક્ષણિક નીતિ, સારી સાધનસામગ્રી સહિતનો કાર્યક્રમ અને અસરકારક વ્યાપક શિક્ષણ શાના વિના સ્થાન લઈ જ ન શકે?
	a. meaningful instruction delivery by teacher b. good administration of school principal c. cooperation of community members d. expertise of supporting staff	a. શિક્ષક દ્વારા અર્થપૂર્ણ શિક્ષણની પ્રસ્તુતિ b. શાળાનાં આચાર્યનો સારો વહીવટ c. સમુદાયનાં સભ્યોનો સહયોગ d. સહાયક કર્મચારીઓની કુશળતા

28	According to you, which factor is not contributing to the achievement of CwSN in inclusive school?	તમારા મતાનુસાર વ્યાપક શાળામાં CwSN ની સિધ્ધિમાં નીચેનામાંથી કયું પરિબલ નોંધપાત્ર રીતે ફાળો આપતું નથી?
	a. Class size b. Quality of teacher c. Class background d. supporting services	a. વર્ગનું કદ b. શિક્ષકની ગુણવત્તા c. વર્ગ પૃષ્ઠભૂમિ d. સહાયક સેવાઓ
29	Engaging CwSN in co-curricular activities is most important because	CwSN ને સહ-અભ્યાસકીય પ્રવૃત્તિઓમાં સંલગ્ન કરવા બહુ જ મહત્વનું છે કારણકે-
	a. they can learn some activities. b. they can receive entertainment. c. their social skills can be improved. d. their academic burden can be lessened.	a. તેઓ કેટલીક ક્રિયાઓ શીખી શકે. b. તેઓ મનોરંજન મેળવી શકે.. c. તેઓમાં સામાજિક કૌશલ્યોનો વિકાસ કરી શકાય. d. તેઓનો અભ્યાસકીય બોજો ઘટાડી શકાય.
30	Now-a-days, various disability specific softwares are available but suppose the school where you are working has not installed that software yet. As an inclusive school teacher, you will	હવેના દિવસોમાં, અપંગતાને લગતા જુદાં-જુદાં વિશિષ્ટ સોફ્ટવેર ઉપલબ્ધ છે પરંતુ ધારો કે તમે જે શાળામાં કામ કરો છો ત્યાં એ સોફ્ટવેર હજી સુધી સ્થાપિત નથી થયા. વ્યાપક શાળાનાં એક શિક્ષક તરીકે તમે -
	a. request the concerned authority to procure such software. b. blame school principal for not making the software available. c. wait till the software is installed. d. not bother as it is not your duty.	a. તેવા સોફ્ટવેર પૂરાં પાડવા સંબંધિત પ્રતિનિધિને વિનંતી કરશો. b. સોફ્ટવેર ઉપલબ્ધ ન કરાવવા બદલ શાળાનાં આચાર્યને દોષ દેશો. c. સોફ્ટવેર સ્થાપિત થાય ત્યાં સુધી રાહ જોશો. d. એ તમારી ફરજ ન હોવાથી કોઈ તસ્દી નહીં લો.

Section IV

Item No.	Perceived Ability to Adapt Inclusive Teaching Methods	વ્યાપક શિક્ષણ પદ્ધતિઓનું અનુકૂલન કરી શકવાની સમજણ ક્ષમતા
31	For successful application of assistive technologies for the CwSN, which among the following parameter will you not take care?	CwSN માટેનાં સહાયક ટેકનોલોજીનો સફળતાપૂર્વક ઉપયોગ કરવા માટે નીચેનામાંથી કયું પરિમાણ તમે ધ્યાનમાં રાખશો નહીં?
	a. Knowledge of CwSN about technology b. Types of technological innovations available c. Ways that empower the CwSN for mainstream life d. Potential of CwSN for the better use of that technology	a. ટેકનોલોજી વિશે CwSN નું જ્ઞાન b. ટેકનોલોજીની નવીનતાનાં ઉપલબ્ધ પ્રકાર c. CwSN ને સામાન્ય જિંદગી માટે સમર્થ બનાવવાની પ્રયુક્તિઓ d. ટેકનોલોજીનો વધુ સારો ઉપયોગ કરી શકે તે માટે CwSN ની સંભાવના
32	Suppose, you have 30 children alongwith 3 CwSN (1CwVI, 1CwOI and 1CwHI) in your classroom and you are assigning a task by dividing the entire class into 3 groups (10 children in a group) viz Group A, B and C. Which of the following groups will you create to make your classroom inclusive?	ધારો કે તમારા વર્ગમાં 30 બાળકો સાથે 3 CwSN (1CwVI, 1CwOI અને 1CwHI) ભણે છે. તમે આખા વર્ગને 3 જૂથ (એક જૂથમાં 10 બાળકો) A, B અને C માં વહેંચી કાર્ય સોંપણી કરો છો. તમારા વર્ગને વ્યાપક બનાવવા માટે નીચેનામાંથી કયા 3 જૂથો બનાવશો?
	a. A (7 Non-disabled children + 3 CwSN), B (10 Non-disabled children), C (10 Non-disabled children) b. A (10 Non-disabled children), B (8 Non-disabled children + 1 CwSN (CwOI), C (9 Non-disabled children + 2 CwSN (CwVI & CwHI) c. A (10 Non-disabled children), B (8 Non-disabled children + 2 CwSN (CwOI & CwVI), C (9 Non-disabled children + 1 CwHI) d. A (9 Non-disabled children + 1 CwOI), B (9 Non-disabled children + 1 CwVI), C (9 Non-disabled children + 1 CwHI)	a. A (7 બિન-અપંગ બાળકો + 3 CwSN), B (10 બિન-અપંગ બાળકો), C (10 બિન-અપંગ બાળકો) b. A (10 બિન-અપંગ બાળકો), B (8 બિન-અપંગ બાળકો + 2 CwSN (CwOI અને CwVI), C (9 બિન-અપંગ બાળકો + 1 CwHI) c. A (10 બિન-અપંગ બાળકો), B (8 બિન-અપંગ બાળકો + 1 CwSN (CwOI), C (9 બિન-અપંગ બાળકો + 2 CwSN (CwVI અને CwHI) d. A (9 બિન-અપંગ બાળકો + 1 CwOI), B (9 બિન-અપંગ બાળકો + 1 CwVI), C (9 બિન-અપંગ બાળકો + 1 CwHI)

33	The plus curriculum is generally recommended for children with	Plus curriculum મુખ્યત્વે પ્રકારના વિદ્યાર્થીઓ માટે સૂચિત કરેલ છે -
	a. blindness. b. mental retardation. c. hearing impairment. d. orthopaedically handicap.	a. અંધ b. માનસિકરૂપે મંદ c. શ્રવણ ક્ષતિ ગ્રસ્ત d. અસ્થિ વિષયક ક્ષતિ ગ્રસ્ત
34	Total communication method could be best suitable in teaching students with	કુલ સંચાર પદ્ધતિ (Total communication method) કયા પ્રકારનાં વિદ્યાર્થીઓને ભણાવવામાં સહુથી વધુ યોગ્ય બની શકે?
	a. mental retardation. b. visual impairment. c. hearing impairment. d. orthopaedic impairment.	a. માનસિકરૂપે મંદ b. દ્રષ્ટિ વિષયક ક્ષતિ ગ્રસ્ત c. શ્રવણ ક્ષતિ ગ્રસ્ત d. અસ્થિ વિષયક ક્ષતિ ગ્રસ્ત
35	Which among the following, will you not consider for adjusting curriculum to suit the CwSN?	અભ્યાસક્રમ CwSN ને અનુરૂપ કરવા માટે તમે નીચેનામાંથી શું ધ્યાનમાં નહીં લો?
	a. interest towards learning b. Learning aptitude c. Learning needs d. Ability to learn	a. ભણવાની રુચિ b. ભણવાની અભિરુચિ c. ભણવાની જરૂરિયાતો d. ભણવાની ક્ષમતા
36	In inclusive education, individualized instruction does not mean	વ્યાપક શિક્ષણમાં વ્યક્તિગત શિક્ષણનો શું અર્થ નથી?
	a. individual instructions as and when required for teaching-learning b. individual teaching to CwSN as per their learning need c. permitting child to pursue a preferred mode of learning d. teaching by individual teacher	a. અધ્યયન-અધ્યાપનમાં જ્યારે અને જેવી રીતે જરૂરી હોય તેવું વ્યક્તિગત શિક્ષણ b. CwSN ની ભણવાની જરૂરિયાતો મુજબ તેમને વ્યક્તિગત શિક્ષણ c. ભણવા પસંદ કરેલ કાર્યો કરવા માટે બાળકને પરવાનગી આપવી d. એક શિક્ષક દ્વારા શિક્ષણ

37	Which among the following aspects you will not consider for evaluating success of CwSN in inclusive education?	વ્યાપક શિક્ષણમાં CwSN ની સફળતાના મૂલ્યાંકન માટે નીચેના પાસામાંથી કયું પાસુ તમે ધ્યાનમાં નહીં લો?
	a. Academic achievement b. Attitude towards learning c. Interaction with teachers and peers d. Inability to participate in some co-curricular activities	a. અભ્યાસકીય સિધ્ધિ b. ભણવા તરફનું વલણ c. શિક્ષક અને વિદ્યાર્થીઓ સાથેની પ્રતિક્રિયા d. કેટલીક સહ-અભ્યાસકીય પ્રવૃત્તિઓમાં ભાગ નહીં લઈ શકવાની અક્ષમતા
38	For teaching a blind or a low vision student in inclusive classroom, there must be no change in	વ્યાપક વર્ગખંડમાં અંધ અથવા અલ્પ દ્રષ્ટિ ધરાવતા વિદ્યાર્થીને ભણાવવા માટે શેમાં બદલાવ નહીં જ થાય?
	a. content of lesson b. curricular activities c. instructional method d. strategies of teaching	a. પાઠનું વિષયવસ્તુ b. અભ્યાસકીય ક્રિયાઓ c. ભણાવવાની પદ્ધતિ d. ભણાવવાની વ્યૂહરચના
39	For learning to meet the diverse needs of all students, which among the following design will you use?	બધા વિદ્યાર્થીઓની વિભિન્ન જરૂરીયાતોને સંતોષી ભણાવવા માટે નીચેનામાંથી કંઈ રચનાનો તમે ઉપયોગ કરશો?
	a. Programmed Design of learning b. Universal Design of Learning c. National Design of Learning d. State Design of Learning	a. કાર્યક્રમિય શિક્ષણ રચના b. સાર્વત્રિક શિક્ષણ રચના c. રાષ્ટ્રીય શિક્ષણ રચના d. રાજ્ય શિક્ષણ રચના
40	Which among the following, will you not consider for adjusting curriculum to suit the CwSN?	અભ્યાસક્રમ CwSN ને અનુરૂપ કરવા માટે તમે નીચેનામાંથી શું ધ્યાનમાં નહીં લો?
	a. interest towards learning b. Learning aptitude c. Learning needs d. Ability to learn	a. ભણવા માટે રસ b. ભણવાની અભિરુચિ c. ભણવાની જરૂરિયાતો d. ભણવાની ક્ષમતા

Section V

Item No.	Skills to Manage Inclusive Classroom	વ્યાપક વર્ગખંડ સંચાલન કરવાની આવડત
41	<p>You as a teacher will not attach label “disabled” to the Children with Disability (CwD) because labelling has adverse effects on their</p> <p>a. social aspect. b. language aspect. c. economical aspect. d. philosophical aspect.</p>	<p>તમે એક શિક્ષક તરીકે CwD ને અપંગ તરીકે નહીં સંબોધો કેમકે "અપંગ" તરીકેનું સંબોધન તેમનાં ક્યા પાસાં પર પ્રતિકૂળ અસર કરે છે?</p> <p>a. સામાજિક પાસું b. ભાષા વિષયક પાસું c. આર્થિક પાસું d. દાર્શનિક પાસું</p>
42	<p>Why does a teacher require adequate training in classroom management practices for inclusive education?</p> <p>a. To meet the requirements of inclusive practices for students with special needs b. To manage and administer the behaviour of CwSN c. To discipline the CwSN d. To handle the CwSN</p>	<p>વ્યાપક શિક્ષણ માટે વર્ગ સંચાલન પ્રવિધિની પર્યાપ્ત તાલીમ એક શિક્ષકને શા માટે જરૂરી છે?</p> <p>a. વિશિષ્ટ જરૂરિયાત ધરાવતા બાળકો માટે વ્યાપક પ્રયાસો ની જરૂરિયાતો પૂરી કરવા b. CwSN ની વર્તણૂકને વ્યવસ્થિત અને સંચાલિત કરવા c. CwSN ને શિસ્તબધ્ધ કરવા d. CwSN ને સંભાળવા</p>

43	<p>Arrange the following categories in order that teacher must have for professional development in inclusive education.</p> <p>I Basic knowledge of the characteristics of CwSN and understanding of their role and responsibility in the inclusive education process</p> <p>II Understanding how to differentiate instructions to meet the needs of CwSN</p> <p>III Effective classroom management strategies to promote academic engagement and pro-social behaviour while minimizing disruptions to the learning environment</p> <p>IV Learning strategies to communicate and collaborate effectively with resource teachers/special educators</p>	<p>વ્યાપક શિક્ષણમાં શિક્ષકનો વ્યવસાયિક વિકાસ થવા માટે હોવી જ જોઈએ તે મુજબ નીચેની શ્રેણીને ક્રમબદ્ધ ગોઠવો.</p> <p>I CwSN નાં લક્ષણોનું મૂળભૂત જ્ઞાન અને વ્યાપક શિક્ષણ પ્રક્રિયામાં તેમની ભૂમિકા અને જવાબદારીની સમજણ</p> <p>II CwSN ની જરૂરિયાતોની પૂર્તિ કરવા શિક્ષણમાં બદલાવ કેવી રીતે લાવવો તેની સમજણ</p> <p>III શૈક્ષણિક વાતાવરણને ઓછી અસર થાય તે રીતે અભ્યાસકીય સામેલગીરી અને સામાજિક વર્તનને પ્રોત્સાહન પૂરું પાડવા માટે અસરકારક વર્ગખંડ સંચાલન માટેની વ્યૂહરચના</p> <p>IV રીસોર્સ શિક્ષકો/વિશિષ્ટ શિક્ષકો સાથે અસરકારક સહયોગ અને સંચાર માટેની શિક્ષણ વ્યૂહરચના</p>
	<p>a. I, II, III, IV</p> <p>b. IV, III, II, I</p> <p>c. III, II, IV, I</p> <p>d. II, III, I, IV</p>	<p>a. I, II, III, IV</p> <p>b. IV, III, II, I</p> <p>c. III, II, IV, I</p> <p>d. II, III, I, IV</p>
44	<p>Suppose, you are working as a full time teacher in general school and two CwSN are enrolled in your class. You will provide the work in small group because</p> <p>A. all students including CwSN can be more active</p> <p>B. all students including CwSN can be more involved</p> <p>C. all students including CwSN can form their group</p> <p>D. all students including CwSN can be supportive to each other</p>	<p>ધારો કે, તમે સામાન્ય શાળામાં પૂર્ણ સમય શિક્ષક તરીકે કામ કરો છો અને તમારા વર્ગમાં બે CwSN દાખલ થાય છે. તમે વિદ્યાર્થીઓનાં નાના જૂથમાં કામ આપશો કારણકે</p> <p>A. CwSN સહિત તમામ વિદ્યાર્થીઓ વધુ સક્રિય બની શકે</p> <p>B. CwSN સહિત તમામ વિદ્યાર્થીઓ સામેલ થઈ શકે</p> <p>C. CwSN સહિત તમામ વિદ્યાર્થીઓ પોત-પોતાનાં જૂથ બનાવી શકે</p> <p>D. CwSN સહિત તમામ વિદ્યાર્થીઓ એક-બીજાને સહયોગી બની શકે</p>
	<p>a. A, B and C</p> <p>b. A, B and D</p> <p>c. A and B only</p> <p>d. B and D only</p>	<p>a. A, B અને C</p> <p>b. A, B અને D</p> <p>c. ફક્ત A અને B</p> <p>d. ફક્ત B અને D</p>

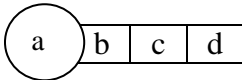
45	For effective classroom management in inclusive education, a teacher does not require proficiency in the analysis of students'	વ્યાપક શાળામાં અસરકારક વર્ગખંડ સંચાલન માટે નીચેનામાંથી શાના પૃથ્થકરણમાં પ્રાવિણ્ય એક શિક્ષક માટે જરૂરી નથી?
	a. outcomes. b. behaviour. c. performance. d. mental condition.	a. પરિણામ b. વર્તણૂક c. કામગીરી d. માનસિક સ્થિતિ
46	As an inclusive school teacher, which among the following strategies will you use to promote friendship among your students?	વ્યાપક શાળાનાં એક શિક્ષક તરીકે નીચેનામાંથી કઈ વ્યૂહરચના તમે તમારા વિદ્યાર્થીઓમાં મિત્રતાને પ્રોત્સાહન આપવા માટે ઉપયોગ કરશો?
	a. Ordering students to make friendship b. Selecting activities that involve competition c. Creating rituals that involve some students of the class d. Selecting activities that involve cooperation and collaboration	a. મિત્રતા કરવા વિદ્યાર્થીઓને દબાણ કરવું b. સ્પર્ધા વધે તેવી ક્રિયાઓ પસંદ કરવી c. વર્ગનાં કેટલાંક વિદ્યાર્થીઓનો સમાવેશ થાય તેવી પ્રવિધિ કરવી d. સહયોગ અને સહકાર વધે તેવી પ્રવૃત્તિઓ પસંદ કરવી
47	Suppose your school is not yielding satisfactory result for inclusive education, which among the following issue will you not address for improving the result in inclusive education?	ધારો કે વ્યાપક શિક્ષણ માટે તમારી શાળા સંતોષકારક પરિણામ આપતી નથી તો શાળાનું પરિણામ સુધારવા માટે નીચેનામાંથી કયો મુદ્દો તમે સંબોધશો નહીં?
	a. Need of curriculum Modifications b. Lack of infrastructural Facilities c. Lack of playing Equipments d. Lack of educational Materials	a. અભ્યાસક્રમમાં ફેરફારની જરૂરિયાત b. માળખાગત સુવિધાઓની ઉણપ c. રમત-ગમતનાં સાધનોની ઉણપ d. શૈક્ષણિક સામગ્રીની ઉણપ
48	Which among the following will not be helpful to an inclusive school teacher for identifying and assessing the CwSN?	વ્યાપક શિક્ષણનાં એક શિક્ષક તરીકે CwSN ને ઓળખવા અને આકારણી કરવા નીચેનામાંથી કયું તમને સહાયકતા નહીં બને?
	a. Observing them in various settings b. Administering paper-pencil tests c. Administering psychological tests d. Examining school records	a. વિવિધ રીતે તેમનું નિરીક્ષણ કરીને b. પેપર-પેન્સિલ કસોટીઓનો અમલ c. મનોવૈજ્ઞાનિક કસોટીઓનો અમલ d. શાળાનાં દસ્તાવેજોની ચકાસણી

49	Which of the following types of seating arrangement will you use for the CwSN in your classroom so that each one of them can be easily observed by you?	નીચેનામાંથી કયા પ્રકારની બેઠક વ્યવસ્થાનો ઉપયોગ તમારાં વર્ગખંડમાં કરશો કે જેથી તમે દરેક CwSN નું સરળતાથી નિરીક્ષણ કરી શકો?
	a. S b. T c. U d. Z	a. S b. T c. U d. Z
50	Which among the following competencies is least important for the regular school teachers in inclusive classroom?	વ્યાપક વર્ગખંડમાં નિયમિત શિક્ષક માટે નીચેનામાંથી કંઈ એક નિપૂણતા ઓછી મહત્વપૂર્ણ છે?
	a. Interaction with CwSN b. Teaching PLUS curriculum c. Managing behaviour of CwSN d. Creating learning environment	a. CwSN સાથે સંવાદતા b. PLUS curriculum ભણાવવો c. CwSN ની વર્તણૂકનું સંચાલન d. ભણવા માટેનું વાતાવરણ બનાવવું

APPENDIX XII

General Information		સામાન્ય માહિતી	
Name of College/Institute:		કોલેજ/સંસ્થાનું નામ:	
Name of University:		યુનિવર્સિટીનું નામ:	
Age: a. 21 to 25 years b. 26 to 30 years c. More than 30 years		ઉંમર: a. 21 થી 25 વર્ષ b. 26 થી 30 વર્ષ c. 30 વર્ષ કરતાં વધુ	
Gender: a. Male b. Female c. Third Gender		લિંગ: a. પુરુષ b. સ્ત્રી c. ત્રીજી જાતિ	
Habitat: a. Urban b. Rural		નિવાસ: a. શહેરી વિસ્તાર b. ગ્રામ્ય વિસ્તાર	
Caste Category: a. General b. Other Backward Class (OBC) c. Scheduled Castes (SC) d. Scheduled Tribes (ST)		જાતિ: a. સામાન્ય b. અન્ય પછાત જાતિ (OBC) c. અનુસૂચિત જાતિ (SC) d. અનુસૂચિત જન-જાતિ (ST)	
Stream: a. Arts b. Science c. Commerce d. Other (please specify)		પ્રવાહ: a. આર્ટ્સ b. વિજ્ઞાન c. વિનયન d. અન્ય (જણાવો)	
Educational Qualification: a. B.A. e. M.A. i. M.Phil. b. B.Com. f. M.Com j. Ph.D. c. B.Sc. g. M.Sc. k. Other _____ d. Other _____ h. Other _____		શૈક્ષણિક યોગ્યતા: a. બી.એ. e. એમ.એ. i. એમ. ફીલ. b. બી.કોમ. f. એમ.કોમ. j. પી.એચ.ડી. c. બી.એસ.સી. g. એમ.એસ.સી. k. અન્ય _____ d. અન્ય _____ h. અન્ય _____	
Teaching Experience: a. Yes b. No • If yes, year of experience: a. Less than 1 year c. 3 to 5 years b. 1 to 2 years d. More than 5 years • Type of school: a. Government c. Private Un-Aided b. Private Un-aided		શૈક્ષિક અનુભવ: a. હા b. ના • જો હા, તો અનુભવનો સમયગાળો a. 1 વર્ષ કરતાં ઓછો c. 3 થી 5 વર્ષ b. 1 થી 2 વર્ષ d. 5 વર્ષ કરતાં વધુ • શાળાનો પ્રકાર: a. સરકારી c. ખાનગી બિન-અનુદાયિત b. ખાનગી અનુદાયિત	
Experience in teaching Children with Special Needs (SwSN): a. Yes b. No • If yes, type of disability a. Hearing impairment b. Mental retardation c. Orthopaedic impairment d. Visual impairment e. Other (mention) _____		વિશિષ્ટ યોગ્યતા ધરાવતા બાળકો (SwSN) ને ભણાવવાનો અનુભવ: a. હા b. ના • જો હા, તો અપંગતાનો પ્રકાર a. શ્રવણ ક્ષતિ b. માનસિક મંદતા c. અસ્થિ વિષયક ક્ષતિ d. દૃષ્ટિ વિષયક ક્ષતિ e. અન્ય (જણાવો) _____	

APPENDIX XIII

Answer Sheet for IETAT																								
Read every items and options given carefully and give your answer in this sheet by encircling ○ the respective key given against every item nos.												E.g. Teacher's prime duty is a. to teach students. b. to talk with others. c. to watch videos. d. to visit places. <div style="text-align: right; margin-top: 10px;">  </div> Suppose your answer is a then encircle option a in the column.												
Section I					Section II					Section III					Section IV					Section V				
Item No.	Keys				Item No.	Keys				Item No.	Keys				Item No.	Keys				Item No.	Keys			
1	a	b	c	d	11	a	b	c	d	21	a	b	c	d	31	a	b	c	d	41	a	b	c	d
2	a	b	c	d	12	a	b	c	d	22	a	b	c	d	32	a	b	c	d	42	a	b	c	d
3	a	b	c	d	13	a	b	c	d	23	a	b	c	d	33	a	b	c	d	43	a	b	c	d
4	a	b	c	d	14	a	b	c	d	24	a	b	c	d	34	a	b	c	d	44	a	b	c	d
5	a	b	c	d	15	a	b	c	d	25	a	b	c	d	35	a	b	c	d	45	a	b	c	d
6	a	b	c	d	16	a	b	c	d	26	a	b	c	d	36	a	b	c	d	46	a	b	c	d
7	a	b	c	d	17	a	b	c	d	27	a	b	c	d	37	a	b	c	d	47	a	b	c	d
8	a	b	c	d	18	a	b	c	d	28	a	b	c	d	38	a	b	c	d	48	a	b	c	d
9	a	b	c	d	19	a	b	c	d	29	a	b	c	d	39	a	b	c	d	49	a	b	c	d
10	a	b	c	d	20	a	b	c	d	30	a	b	c	d	40	a	b	c	d	50	a	b	c	d
Total					Total					Total					Total					Total				
Grand Total																								

APPENDIX XIV

Scoring Keys for IETAT

Read every items and options given carefully and give your answer in this sheet by encircling○the respective key given against every item nos.

E.g. Teacher's prime duty is

- a. to teach students.
- b. to talk with others.
- c. to watch videos.
- d. to visit places.

a	b	c	d
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Suppose your answer is a then encircle option a in the column.

Section I					Section II					Section III					Section IV					Section V				
Item No.	Keys				Item No.	Keys				Item No.	Keys				Item No.	Keys				Item No.	Keys			
1	a	b	c	d	11	a	b	c	d	21	a	b	c	d	31	a	b	c	d	41	a	b	c	d
2	a	b	c	d	12	a	b	c	d	22	a	b	c	d	32	a	b	c	d	42	a	b	c	d
3	a	b	c	d	13	a	b	c	d	23	a	b	c	d	33	a	b	c	d	43	a	b	c	d
4	a	b	c	d	14	a	b	c	d	24	a	b	c	d	34	a	b	c	d	44	a	b	c	d
5	a	b	c	d	15	a	b	c	d	25	a	b	c	d	35	a	b	c	d	45	a	b	c	d
6	a	b	c	d	16	a	b	c	d	26	a	b	c	d	36	a	b	c	d	46	a	b	c	d
7	a	b	c	d	17	a	b	c	d	27	a	b	c	d	37	a	b	c	d	47	a	b	c	d
8	a	b	c	d	18	a	b	c	d	28	a	b	c	d	38	a	b	c	d	48	a	b	c	d
9	a	b	c	d	19	a	b	c	d	29	a	b	c	d	39	a	b	c	d	49	a	b	c	d
10	a	b	c	d	20	a	b	c	d	30	a	b	c	d	40	a	b	c	d	50	a	b	c	d
Total					Total					Total					Total					Total				
Grand Total																								

APPENDIX XV
Forwarding Letter for External Examination Marks



Department of Education [CASE & IASE]

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda

Vadodara: 390 002

Phone (O): 0265 2795516, 0265 2792631, 0265 2784969

Date: 30.12.2017

To,
The Principal

Subject: To Provide Marks of B.Ed.-III Students in Inclusive Education Subject

Sir/Madam,

We appreciate your permission and cooperation to **Dr. Hemendra S. Mistry** [UGC-Post-Doctoral Fellow] for the data collection for his research work **Construction and Standardization of Inclusive Education Teaching Aptitude Test [IETAT]**. Now, he needs B.Ed.-III [3rd Semester] students marks in the Inclusive Education subject for measuring the validity of constructed IETAT scores. We request you to provide marks of B.Ed.-III [3rd Semester] students in Inclusive Education subject. We assure you that the marks provided by you will be kept confident and will be used for research purpose only.

Thanking you,

Dr. H. S. Mistry
UGC-PDF

Prof. S. C. Panigrahi
Mentor

Professor in Education
Department of Education [CASE]
Faculty of Education & Psychology
The M. S. University of Baroda
Vadodara, Gujarat.

Prof. R. C. Patel
Head, CASE & Dean, FEP

Dean
Faculty of Education & Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara.

APPENDIX XVI
Test Manual

Manual

for

INCLUSIVE EDUCATION TEACHING APTITUDE TEST [IETAT]

Dr. Hemendra S. Mistry



Centre of Advanced Study in Education [CASE & IASE]

Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara-390002, Gujarat.

INTRODUCTION

The general teacher education programmes [D.El.Ed., B.Ed. & M.Ed.] are focused on preparing teachers for general schools and they are merely giving a subject on inclusive education where the pre-service teachers are equipped with a theoretical knowledge but the practical experience is completely neglected. So the pre-service teachers feel themselves untrained for inclusive education and after their training will hesitate to join inclusive schools. This might be the main reason for the shortage of the teachers for inclusive education. Thus, selecting right personnel for the inclusive education to undertake teacher education course through the application of suitable scientific techniques is the need of the hour. Therefore the need arise to prepare teachers for inclusive education and selection of persons with right aptitude for teaching in inclusive education. The right persons should be spotted out through proper testing and advised to join teaching profession and later on to the inclusive schools.

This test may helpful to the stakeholders involved in admission at pre-service levels both in general as well as special teacher education. The test scores may help the university authorities and heads of teacher education institutes to enroll the pre-service teachers possessing aptitude in teaching Children with Special Needs [CwSN] at inclusive setting in terms to prepare them for inclusive education.

APTITUDE

Bingham (1937) defines aptitude as a condition that indicative to a person's relative fitness for his readiness to acquire proficiency, potential ability and to develop an interest in exercising his potential ability. Thus, if a person has an aptitude for teaching, that means that he/she has to capacity or ability to acquire proficiency in teaching under appropriate conditions and he/she will succeed in teaching effectively. Therefore knowledge of aptitude helps in predicting the future success of an individual, under suitable training or experience in a particular area of activity.

INCLUSIVE EDUCATION TEACHING APTITUDE

Teaching aptitude is the capacity to acquire proficiency with a given amount of training in teacher education. It refers to the capacity of an individual to be skilled in teaching by receiving formal or informal training. Thus, teaching aptitude is helpful in predicting the future success of an individual in teaching field after providing appropriate opportunities and training.

When we say a person possesses an aptitude for teaching in inclusive education, it is assumed that he has a good proportion of the traits required for becoming successful as an inclusive education teacher. The magnitude of these traits may differ from person to person or even the number of traits possessed by each person may also differ as some may possess more traits while some may less. A number of traits required for being successful teacher in inclusive education, compose as a whole the aptitude for teaching in inclusive education. Thus the high or low aptitude for teaching in inclusive education is in proportion to the number of traits possessed by an individual. It also depends on the nature of traits possessed.

Estimating the aptitude for teaching in inclusive education, the factors that contribute to the success in teaching in inclusive education, should be measured through proper tests. The aptitude for teaching in inclusive education is in proportion to the number of such factors and also in proportion to their magnitude. Such factors are also important in conditioning success in teaching in inclusive education. Thus, this test is helpful to measure the teaching aptitude of teachers towards inclusive education.

CONSTRUCTION OF TEST

Out of the number of factors that are supposed to be indicative of the 'teaching aptitude' for inclusive education, the following five factors have been selected on the basis of judgment of 16 Subject Matter Experts in the field of teacher education and inclusive education.

1. Knowledge about inclusive education
2. Perceived Ability to identify disabilities

3. Attitude towards teaching CwSN
4. Perceived Ability to adapt inclusive teaching methods
5. Skills to manage an inclusive classroom

50 items have been constructed based on the factors listed out. After the pilot test administration and valuation of answer scripts, the test items have been rearranged in the light of difficulty and validity indices calculated, for each of the test items. Five items had to be deleted in the final test in view of their low and negative validity indices. The final form of the test is consisting of the five sections (10 items per section) in a booklet form with separate printed answer sheets.

ADMINISTRATION

The final test in a booklet form with a separate answer sheet was administered on a sample of 552 pre-service teachers drawn from 7 Grant-in-Aid TEIs and 6 Private TEIs of 8 universities of Gujarat.

ITEM ANALYSIS

Items with high Content Validity Ratio [CVR] calculated from the SMEs rating on each item were included in the test. For calculating CVR, Lawshe's (1975) method was used and CVR for each item was calculated by using the following formula I. Also, items with internal consistency index (r) .20 or more than that were selected. The r was calculated for each item by using the following formula II All 50 items in each section were re-arranged as per their difficulty value (D) calculated by using the following formula III. So the easiest items have been at top and hardest items been at the bottom. Item wise CVR, difficulty value and internal consistency index (r) of final IETAT have been presented in the following table 1.

$$CVR = \frac{n_e - \frac{N}{2}}{\frac{N}{2}} \quad \text{(Formula I)}$$

Where, n_e = No. of SMEs rating an item as 'essential'

N = Total no. of SMEs providing ratings.

$$P_t = 100 \times \frac{R_t - \frac{W_t}{k_i - 1}}{N - NR_t} \quad (\text{Formula II})$$

Where

P_t = the percent of correct responses in the entire sample adjusted for chance success, and for omissions caused by not reaching the item in the time limit,

R_t = the number of examinees in the entire sample who *answer* the item correctly,

W_t = the number of examinees in the entire sample who answer the item incorrectly,

k_i = the number of choices in the item,

N_t = the number of examinees in the entire sample,

NR_t = the number of examinees in the entire sample who do not reach the item within the time limit.

$$D = \frac{U - L}{2} \quad (\text{Formula III})$$

Where,

D = difficulty value of the item

U = percentage of respondents scoring the item correctly in the upper 27% after being corrected for guessing work

L = percentage of respondents scoring the item correctly in the lower 27% after being corrected for guessing work

Table 1
CVR, Difficulty Value (D) and Internal Consistency Index (r) of the Items Selected
for the Final Version of IETAT

Section	Item No.	CVR	D	r	Item No.	CVR	D	r
Section I	1	0.88	86.7	.51	6	0.5	56.9	.53
	2	0.25	73.4	.34	7	0.63	46.7	.29
	3	0.5	73.4	.70	8	0.75	33.4	.61
	4	0.38	68.4	.42	9	0.25	33.4	.61
	5	0.63	61.7	.26	10	0.75	20	.4

Section	Item No.	CVR	D	r	Item No.	CVR	D	r
Section II	11	0.88	61.7	.28	16	0.75	46.7	.53
	12	0.25	61.7	.25	17	0.88	40	.40
	13	0.38	60	.54	18	1	20	.42
	14	0.75	53.4	.62	19	0.63	20	.42
	15	0.5	46.7	.53	20	0.25	13.3	.29
Section III	21	0.88	86.7	.50	26	0.88	40	.71
	22	0.75	86.7	.54	27	1	40	.38
	23	0.5	73.4	.32	28	0.63	13.4	.29
	24	0.5	60	.82	29	0.88	13.4	.29
	25	0.75	40	.38	30	0.5	13.4	.29
Section IV	31	0.88	73.4	.32	36	0.63	33.4	.33
	32	1	60	.80	37	0.75	26.7	.51
	33	0.63	53.3	.41	38	0.38	26.7	.51
	34	0.5	53.4	.60	39	0.63	20	.42
	35	1	40	.38	40	0.63	13.4	.29
Section V	41	0.5	93.4	.38	46	0.88	33.4	.29
	42	1	73.4	.31	47	0.25	33.3	.29
	43	0.38	66.7	.45	48	0.63	20	.42
	44	0.88	60	.29	49	0.63	20	.42
	45	0.25	40	.69	50	0.5	13.4	.29

ADMINISTRATION PROCEDURE

This test can be administered to an individual or in group of persons.

- ☐ Proper seating arrangement need to be made before administration of this test. Distribute the answer sheets among sample. Ask them to fill the general information. Offer them 3 minutes for this purpose.
- ☐ Before distributing the test booklets, make the purpose of the test clear to them. Then distribute the test booklets among them by instructing to go through the instructions given on the cover page of the booklet carefully. Give two minutes time

to them for reading all the instructions. Give the necessary additional instructions orally.

- ❑ Clear the doubts (if any) of sample with regard to the answering of the test items. Then ask them to open the test booklet and start answering the test items. Make clear to them at the beginning that they have to answer as per the given example and the directions provided on the cover page of the test booklet.
- ❑ Give clear instructions about not to answer either by asking others or by seeing in others answer sheet and to return the answer sheets and the test booklets to the tester after they finish answering the test items.

TIME LIMIT

All 50 items of this test can be answered within 25 minutes excluding 5 minutes for writing general information and reading instructions. Thus, strictly follow the time limit.

SCORING

Four alternatives have been given for each item and only one alternative is correct answer. One mark is to be assigned to every correct answer and no mark be given to the wrong answer. The correct answers can be found out with the help of scoring keys given below in table 2.

Table 2
Scoring Keys for Answer

Section I	Item No.	Ans wer	Section II	Item No.	Ans wer	Section III	Item No.	Ans wer	Section IV	Item No.	Ans wer	Section V	Item No.	Ans wer
	1	a		11	d		21	b		31	a		41	a
	2	a		12	b		22	b		32	d		42	a
	3	d		13	a		23	a		33	a		43	a
	4	c		14	a		24	c		34	c		44	b
	5	a		15	a		25	d		35	d		45	d
	6	a		16	a		26	b		36	d		46	d
	7	d		17	d		27	a		37	d		47	c
	8	d		18	d		28	c		38	a		48	b
	9	b		19	a		29	c		39	b		49	c
	10	a		20	c		30	a		40	b		50	b

As there are 50 items, the maximum and minimum score could be 50 (fifty) and 0 (zero) respectively. The obtained scores shall form the raw score for the test.

NORMS OF TEST

A standard score is expressed as a deviation of a score from the arithmetic average of the normative group in which the standard deviation of the normative group is used as the unit of measurement.

Such scores simplify interpretation and increase comparability. The standard score is used most frequently by psychologists and researchers. The raw scores obtained are converted into the standard scores with the help of the formula IV given below in a distribution of $M' = 100$ and $\sigma' = 20$ as well as in a distribution of $M' = 50$ and $\sigma' = 10$. The standard test scores and T-scores obtained are given in the table 3 with their corresponding raw scores.

Table 3
Raw Scores of the Final Test along with their Corresponding Standard-Scores and T-Scores

Raw Scores	Standard Scores		T- Scores	Raw Scores	Standard Scores		T- Scores
	$M'=100, \sigma'=20$	$M'=50, \sigma'=10$			$M'=100, \sigma'=20$	$M'=50, \sigma'=10$	
1	28.18	14.18	--	11	64.88	32.49	32
2	31.85	16.01	--	12	68.55	34.32	33
3	35.52	17.85	--	13	72.22	36.15	35
4	39.19	19.68	--	14	75.89	37.98	37
5	42.86	21.51	--	15	79.56	39.81	39
6	46.53	23.34	--	16	83.23	41.64	41
7	50.20	25.17	12	17	86.90	43.47	43
8	53.87	27	24	18	90.57	45.30	45
9	57.54	28.83	28	19	94.24	47.13	47
10	61.21	30.66	30	20	97.91	48.96	49

Raw Scores	Standard Scores		T-Scores	Raw Scores	Standard Scores		T-Scores
	$M'=100, \sigma'=20$	$M'=50, \sigma'=10$			$M'=100, \sigma'=20$	$M'=50, \sigma'=10$	
21	101.58	50.79	51	36	156.63	78.24	--
22	105.25	52.62	53	37	160.30	80.10	--
23	108.92	54.45	55	38	163.97	81.90	--
24	112.59	56.28	57	39	167.64	83.73	--
25	116.26	58.11	59	40	171.31	85.56	--
26	119.93	59.94	61	41	174.98	87.39	--
27	123.60	61.77	63	42	178.65	89.22	--
28	127.27	63.60	64	43	182.32	91.05	--
29	130.94	65.43	66	44	185.99	92.88	--
30	134.61	67.26	68	45	189.66	94.71	--
31	138.28	69.10	71	46	193.33	96.54	--
32	141.95	70.92	75	47	197	98.37	--
33	145.62	72.75	76	48	200.67	100.20	--
34	149.29	74.58	76	49	204.34	102.02	--
35	152.96	76.41	81	50	208	103.86	--

In terms to find out the status of inclusive education teaching aptitude, the letter grade norms have been given in the following table 4.

Table 4
Assigning Letter Grade to IETAT Scores

Letter Grade	Limits in terms of $\bar{6}$ -units	Limits in terms of raw scores	Limits in terms of standard scores ($M'=50, \sigma'=10$)	Teaching Aptitude Status
A	$M + 2.56 \bar{6}$ and above	35 and above	76 and above	Very high
B	Between $M + 1.75 \bar{6}$ and $M + 2.56 \bar{6}$	Between 30 and 34	Between 67 and 75	High
C	Between $M + 0.78 \bar{6}$ and $M + 1.75 \bar{6}$	Between 25 and 29	Between 58 and 65	Above average
D	Between $M - 0.28 \bar{6}$ and $M + 0.78 \bar{6}$	Between 20 and 24	Between 48 to 57	Average
E	Between $M - 1.29 \bar{6}$ and $M - 0.28 \bar{6}$	Between 15 and 19	Between 41 to 47	Below average
F	Between $M - 2.15 \bar{6}$ and $M - 1.29 \bar{6}$	Between 10 and 14	Between 30 to 40	Poor
G	Between $M - 2.15 \bar{6}$ and below	9 and below	29 and below	Very poor

SCOPE OF PRESENT TEST

The present IETAT is the first of its kind in India. It is the only tool to measure teaching aptitude for inclusive education possessed by the pre-service secondary school teachers. The test is constructed in English so that it can be applicable to all states across the country. It can be given to all English knowing graduates and post-graduates. For the present investigation, the population selected for standardization of IETAT is from amongst the graduates and post-graduates teachers from Arts, Commerce and Science streams from Gujarat state but due to similar educational as well as social conditions prevail throughout the country, the test can be used in any part of India either in English or translating the test in regional language of particular part where the test is to be implemented.

The test norms will be mainly useful in selecting prospective teachers for pre-service level training and they are most likely to be successful as teachers in inclusive education after the training. As there is a great dearth of trained teachers in inclusive education, the inclusive schools are required to employ untrained teachers and such school authorities may use the present test in appointing the teachers who have teaching aptitude for inclusive education.

The test can also be helpful for vocational guidance purpose. If the test is applied to fresh graduate or post-graduate candidate and if it is found out that s/he possesses a good deal of teaching aptitude towards inclusive education, s/he may be advised to take up the teaching profession by joining either in general or special teacher education courses.

APPENDIX XVII

List of Publications

Publications Based on Post-Doctoral Research Work			
Sr. No.	Title	Name of the Journal, Vol. No., Year with ISSN No. / Title of the book along with name of the editor, place of publication, publisher, year of publication and ISBN No.	Page Nos.
1	Construction and Try-out of Inclusive Education Teaching Aptitude Test (pp. 805-807)	International Journal of Scientific Research (Peer Reviewed), Ahmedabad, May, 2018, ISSN: 2277-8179, Vol. 7(5)	261-263
2	Inclusive Education Teaching Aptitude Test [IETAT]: Construction and Item Analysis (pp. 170-174)	Online International Interdisciplinary Research Journal (Peer Reviewed), Maharashtra, May, 2018, ISSN: 2249-9598, Vol. 8(3)	264-269
3	Measuring Pre-Service Teachers' Teaching Aptitude for Inclusive Education: Need of the Hour (pp. 211-215)	Online International Interdisciplinary Research Journal (Peer Reviewed), Maharashtra, May, 2018, ISSN: 2249-9598, Vol. 8(3)	270-275
4	Construction and Standardization of Inclusive Education Teaching Aptitude Test (IETAT) (pp. 203-208)	Journal of Educational Technology and Research (Peer Reviewed International Journal of Education and Humanities), New Delhi. July, 2016, ISSN: 2278-232-, Vol. 5(1)	276-284

List of Other Publications during the period of Post-Doctoral Research

Books				
Sr. No.	Title of the Book	Whether author or editor	Name of the publisher, place of publication, year of publication and ISBN No.	Name of the co-author/s or co-editor
1	Inclusive Education in India: Issues and Concerns	Editor	Department of Education (CASE), Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara, Gujarat. 2016 ISBN: 978-93-5291-706-8	Prof. R. C. Patel Dr. Priti Chaudhri
2	Inclusive Education: Awareness among Pre-service Teachers	Author	Lambert Academic Publishing, Germany. 2017 ISBN: 978-3-330-08043-0	--
3	Inclusive Education: Status in Secondary Schools of Baroda City	Author	Lambert Academic Publishing, Germany. 2016 ISBN: 978-3-659-90278-9	--
4	Concept of Qualitative Research and Qualitative Data Analysis	Author	Department of Education (CASE), Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara, Gujarat. 2016 ISBN: 978-93-5265-711-7	Prof. S. C. Panigrahi
5	Pre-requisite Test in Algebra: Construction and Tryout on Standard X Students	Author	GRIN Publishing, LAP, Germany. 2017 ISBN: 978-3-656-98525-9	Prof. R. G. Kothari
6	Feedback about Practice Teaching: Reactions of Pre-service Teachers	Author	Lambert Academic Publishing, Germany. 2014 ISBN: 978-3-659-62027-9	Prof. R. G. Kothari Dr. Prerana Shelat
7	Inclusive Education: Status in Secondary Schools of Baroda City	Author	Lambert Academic Publishing, Germany. 2016 ISBN: 978-3-659-90278-9	--
8	Choice Based Credit System (CBCS): Attitude of University Teachers	Author	Lambert Academic Publishing, Germany. 2016 ISBN: 978-3-659-90025-9	Prof. R. G. Kothari Dr. Prerana Shelat
9	Institute of Advanced Studies in Education (IASE): A Profile	Editor	Department of Education (CASE), Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara, Gujarat. 2016 ISBN: 978-93-5258-796-4	Prof. R. C. Patel
10	Research Competency in Higher Education: Mapping & Management	Editor	Concept Publications Pvt. Ltd., New Delhi. 2016 ISBN-13 978-93-5125-184-2	Prof. S. C. Panigrahi Prof. H. J. Patadia
Papers in Journals				
Sr. No.	Title of the Paper	Name of the Journal, Vol. No., Year with ISSN No. / Title of the book along with name of the editor, place of publication, publisher, year of publication and ISBN No.		Name of the co-author/s
1	Critical Analysis of Gender Issues in Standard VIII Textbook of GSBST. pp. 6-10	Journal of Human Behaviour & Development Issues, (A Peer Reviewed International Journal), August, 2016, ISSN: 2349-8366, Vol. 3(1)		Prof. S. C. Panigrahi Ms. Jaya Reddy
2	Higher Education of Students with Disabilities in India: A Gujarat Profile	Journal of Disability Management and Special Education (JODMSE, A Peer Reviewed Biannual Journal). August, 2016, ISSN: 2229-5143		--
3	Reactions of B.Ed. Student Teachers Towards Feedback System Adopted by the Dept of Education of the M. S. University of Baroda	International Interdisciplinary Research Journal, IF: 3.113, July, 2016, ISSN: 2249-9598		--
4	Attitude of Science Faculty Teachers of the M. S. University of Baroda towards Choice Based Credit System	International Interdisciplinary Research Journal, IF: 3.113, July, 2016, ISSN: 2249-9598		--
5	Enhancing Social and Communication Skills in Economics through Cooperative Learning among the Students of Standard XI	International Journal of Scientific Research (A Multidisciplinary Journal) IF: 3.508, IC Value: 69.48, Ahmedabad, July 2016, ISSN: 2227-8179 Vol. 5(7)		Prof. S. C. Panigrahi Ms. Deepal Bhatt



CONSTRUCTION AND TRYOUT OF INCLUSIVE EDUCATION TEACHING APTITUDE TEST

Education

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ABSTRACT

Inclusive education has been started since the last decade in India to break isolation from special and general education and the lead role for the successful implementation of the inclusive education would be teacher. Some studies have been reported that many do not have necessary knowledge, skills and attitudes to carry out the work in inclusive setting (Evans & Lunt, 2002 and Forlin, 2001). A majority of training institutes in India provide limited, if any, information about how to teach Children with Special Needs [CwSN]. Without adequate training, teachers may be resistant to the idea of including CwSN in their classrooms (Sharma, Moore & Sonawane, 2009). Looking at the limitations of general teacher education programmes in preparing teachers for IE, selecting persons with aptitude towards teaching in IE can benefit in making the IE successful. Thus an attempt was made to construct such a test that measure aptitude of pre-service teachers. Inclusive Education Teaching Aptitude Test [IETAT] was constructed and tried out on 38 pre-service teachers. This paper presents the construction of IETAT, methodology used and the result obtained through the hypothesis testing.

KEYWORDS

Inclusive Education, Teaching Aptitude, Construction, Tryout

INTRODUCTION

Inclusive education has been started since the last decade in India to break isolation from special and general education, to bridge the gap between them and to mainstream Children with Special Needs [CwSN] into the general education to learn with their peers. The lead role for the successful implementation of the inclusive education would be teacher because s/he can play crucial role. However many teachers do not have necessary knowledge, skills and attitudes to carry out the work in inclusive setting (Evans & Lunt, 2002 and Forlin, 2001). This may be due to the reason of insignificant progress in teachers' training. A majority of training institutes in India provide limited, if any, information about how to teach SwD. Without adequate training, teachers may be resistant to the idea of including SwD in their classrooms (Sharma, Moore & Sonawane, 2009). Forlin, Douglas & Hattie (1996) and Forlin & Colleagues (2009) argued that the success of mainstreaming is largely dependent on the regular classroom teachers' ability and willingness to make adaptations to accommodate individual differences. In support of this argument, Smith (2000) noted, although positive perceptions and feelings may encourage appropriate policies and supportive integration practices, negative attitudes tend to sustain low achievement expectations and unacceptable behaviour in SwD. So, negative attitude among pre-service teachers, if not addressed during initial teacher education, may continue to hamper the progress of inclusive education efforts in schools (Forlin et. al., 2009). Based on the review of research on pre-service teacher preparation, Carroll, Forlin & Jobling (2003) reported that initial teacher programs tend to overemphasis knowledge acquisition and pay limited attention to practical skills for teaching a diverse range of students, including those with disabilities and therefore the pre-service teachers lack confidence and have negative attitudes to inclusion. Looking at the limitations of general teacher education programmes in preparing teachers for IE, selecting persons with aptitude towards teaching in IE can benefit in making the IE successful.

Recently, RCI implemented All India Online Aptitude Test [AIOAT] for admitting candidates in certificate and diploma level special education course. This AIOAT is meant only for the candidates who opt to be special education teachers. But, the general Teacher Education Institutes [TEIs] are neither conducting a pre-entry level test nor they measure aptitude of the candidates before admitting them into the special B.Ed. course. The aptitude tests constructed so far were developed for the general teaching aptitude and the researcher failed to find any research which focused on teaching aptitude for inclusive education. So an attempt has been made in this direction to construct a test and tryout it to measure pre-service teachers' teaching aptitude towards inclusive education. As the pre-service teachers will carry the responsibility for the implementation of the inclusive education policy within the Indian education system, an understanding about their aptitude for inclusive education will be useful for the teacher

educators, stack holders and policy makes involved in the field of inclusive education. The present study explores the pre-service teachers' aptitude towards inclusive education.

STATEMENT OF THE PROBLEM

CONSTRUCTION AND TRYOUT OF INCLUSIVE EDUCATION TEACHING APTITUDE TEST

OBJECTIVES

1. To construct the IETAT.
2. To tryout the constructed IETAT on pre-service teachers.

HYPOTHESES

- H₁:** There will be no significant difference between mean IETAT score of male and female pre-service teachers.
- H₂:** There will be no significant difference between mean IETAT score of urban and rural area pre-service teachers.
- H₃:** There will be no significant difference between mean IETAT score of under-graduate and post-graduate pre-service teachers.
- H₄:** There will be no significant difference between mean IETAT score of pre-service teachers with different age groups.
- H₅:** There will be no significant difference between mean IETAT score of pre-service teachers with different stream of study.

METHODOLOGY

Research Design

The present study was survey type in nature.

Population

All the TEIs of Vadodara city were constituted as population for the present study. Also all the pre-service teachers enrolled during the academic year 2016-17 were constituted as the population for the present study. There were two universities having TEIs. Among these two universities, one was general university and other was private. Approximately, 150 students are getting admission in B. Ed. Course every year in these two universities.

Sample

Navrachana University was selected by using lottery method for trying out the constructed IETAT. For the sample of pre-service teachers, all the candidates enrolled in the selected TEI during the academic year 2016-17 were selected as a sample. There were 50 pre-service teachers in the Navrachana University but during the time of data collection, 38 pre-service teachers were present. Thus, final sample size was restricted to 38 pre-service teachers.

Tools

In order to collect the required data, IETAT was constructed based on the review of available literature pertaining to teaching aptitude and

inclusive education. Consultation with the experts the test was finalized. The test will be constructed and tried out as per the following steps:

Step I: Identification of the Dimensions of IETAT

The investigator had reviewed teaching aptitude tests constructed so far in India and literatures on teaching in inclusive classroom and identified a list of factors related to teaching in inclusive education. The prepared list was sent to the 16 experts in the field of inclusive education, teacher education and psychology of education. There were asked to rate the factors that contribute in teaching in inclusive education. They were also requested to add factor(s) that are not covered under the list. Based on the rating of experts five factors viz. Knowledge about inclusive education, perceived ability to identify disabilities, attitude for teaching CwSN, perceived ability to adapt inclusive teaching methods and skills to manage inclusive classroom were identified.

Step II: Development and Selection of the Items for IETAT

With the reference to the identified factors and the nature of the items to be developed, a total of 97 items were worded. The items were referred to the experts for content validity purpose. Lawshe (1975) method was used for measuring Content Validity Index [CVI] of items. Based on the CVI, 28 items were removed and 1 item on universal design of learning was added. Thus a total of 70 items were retained in the IETAT.

Step III: Consultative Meeting with the Experts

After constructing the IETAT, the investigator had consulted 16 experts in the field of inclusive education, teacher education and psychology of education. The suggestions of the experts were incorporated and necessary changes were made and the IETAT was finalized.

Step IV: Tryout of IETAT

After preparing the IETAT, tryout of the testing was done. The test was translated into Gujarati language for ease of administration and removing language barrier. The translated version of the test was referred to 2 experts in the field of Gujarati language for language clarification and accordingly correction were made.

DATA COLLECTION

The investigator collected the required data personally from the 38 pre-service teachers of the selected TEI. Necessary instruction were given before the implementation of the IETAT. The pre-service teachers were motivated that test results/answers would not affect their result.

DATA ANALYSIS

The data were analyzed by using mean, SD and t-test.

RESULT

Gender wise Analysis of the Data

Table 1
Mean, SD and t-value of IETAT Scores of Male and Female Pre-service Teachers

Gender	N	Mean	SD	Mean Difference	df	t	Significance Level
Male	5	33.04	4.27	0.13	36	0.06	NS .05
Female	33	33.17	4.49				NS .01

The data presented in the table 1 show that the mean difference in the performance between male and female pre-service teachers comes to be 0.13 and the t-value obtained is 0.06. With the df=36, the table value is 2.03 at 0.05 level and 2.72 at 0.01 level of significance. Thus the obtained t-value does not exceeds the table value of 't' at both the levels of significance. Hence the mean difference between the IETAT scores of male and female pre-service teachers is not significant. Consequently, the hypothesis H01 "There is no significant difference between the mean IETAT scores of male and female pre-service teachers" is retained. Thus the obtained mean significant difference (0.13) between the IETAT scores of male and female pre-service teachers is accidental and not the real one. Therefore the mean IETAT scores of male and female pre-service teachers are assumed to be homogenous.

Habitat wise Analysis of the Data

Table 2
Mean, SD and t-value of Urban and Rural Area Pre-service Teachers

Habitat	N	Mean	SD	Mean Difference	df	t	Significance Level
Urban	34	32.94	4.62	0.66	36	0.28	NS-.05
Rural	4	33.6	4.21				NS-.01

From the table 2 shows it can be seen that the mean difference in the performance between urban and rural area pre-service teachers comes to be 0.66 and the t-value obtained is 0.28. With the df=36, the table value is 2.03 at 0.05 level and 2.72 at 0.01 level of significance. Thus the obtained t-value does not exceeds the table value of 't' at both the levels of significance. Hence the mean difference between the IETAT scores of urban and rural area pre-service teachers is not significant. Consequently, the hypothesis H₀₂ "There is no significant difference between the mean IETAT scores of urban and rural area pre-service teachers" is retained. Thus the obtained mean significant difference (0.66) between the IETAT scores of urban and rural area pre-service teachers is accidental and not the real one. Therefore the mean IETAT scores of urban and rural pre-service teachers are assumed to be homogenous.

Educational Level wise Analysis of the Data

Table 3
Educational Level wise Comparison of Pre-service Teachers' Performance in IETAT

Educational Level	N	Mean	SD	Mean Difference	df	t	Significance Level
UG	14	34.05	4.73	1.29	36	0.87	NS-.05
PG	24	32.76	4.44				NS-.01

From the data presented in the table 3, it can be observed that the mean difference in the performance between UG and PG pre-service teachers comes to be 1.29 and the t-value obtained is 0.87. With the df=36, the table value is 2.03 at 0.05 level and 2.72 at 0.01 level of significance. Thus the obtained t-value does not exceeds the table value of 't' at both the levels of significance. Hence the mean difference between the IETAT scores of UG and PG pre-service teachers is not significant. Consequently, the hypothesis H₀₂ "There is no significant difference between the mean IETAT scores of UG and PG pre-service teachers" is retained. Thus the obtained mean significant difference (1.29) between the IETAT scores of UG and PG pre-service teachers is accidental and not the real one. Therefore the mean IETAT scores of urban and rural pre-service teachers are assumed to be homogenous.

Age Group wise Comparison of Data

Table 4
Summary of ANOVA for IETAT Scores of Pre-service Teachers' with Different Age Group

Source of Variation	Sum of Square	Df	Mean Square (Variance)	F	P
Between Group	9.162	2	4.581	0.228	0.798
Within Group	704.083	35	20.117		
Total	713.247	37			

From the table 4, it can be seen that since obtained F value (0.228) is less than the table value F_{0.05}=3.26 and F_{0.01}=5.27 at df=2 and df=35. Thus the obtained value is not significant at both 0.05 and 0.01 level of significance. Hence the null hypothesis "There is no significant difference between the mean score of pre-service teachers with different age group" is retained. Based on this result it can be concluded that there is no significant difference in the aptitude of pre-service teachers of different age group. The difference between the mean IETAT scores of pre-service teachers with different age groups is accidental and not the real one.

Educational Stream wise Comparison of Data

Table 5
Educational Stream wise Comparison of Pre-service Teachers' Performance in IETAT

Source of Variation	Sum of Square	df	Mean Square (Variance)	F	P
Between Group	3.663	2	1.832	0.093	0.912
Within Group	691.153	35	19.747		
Total	964.816	37			

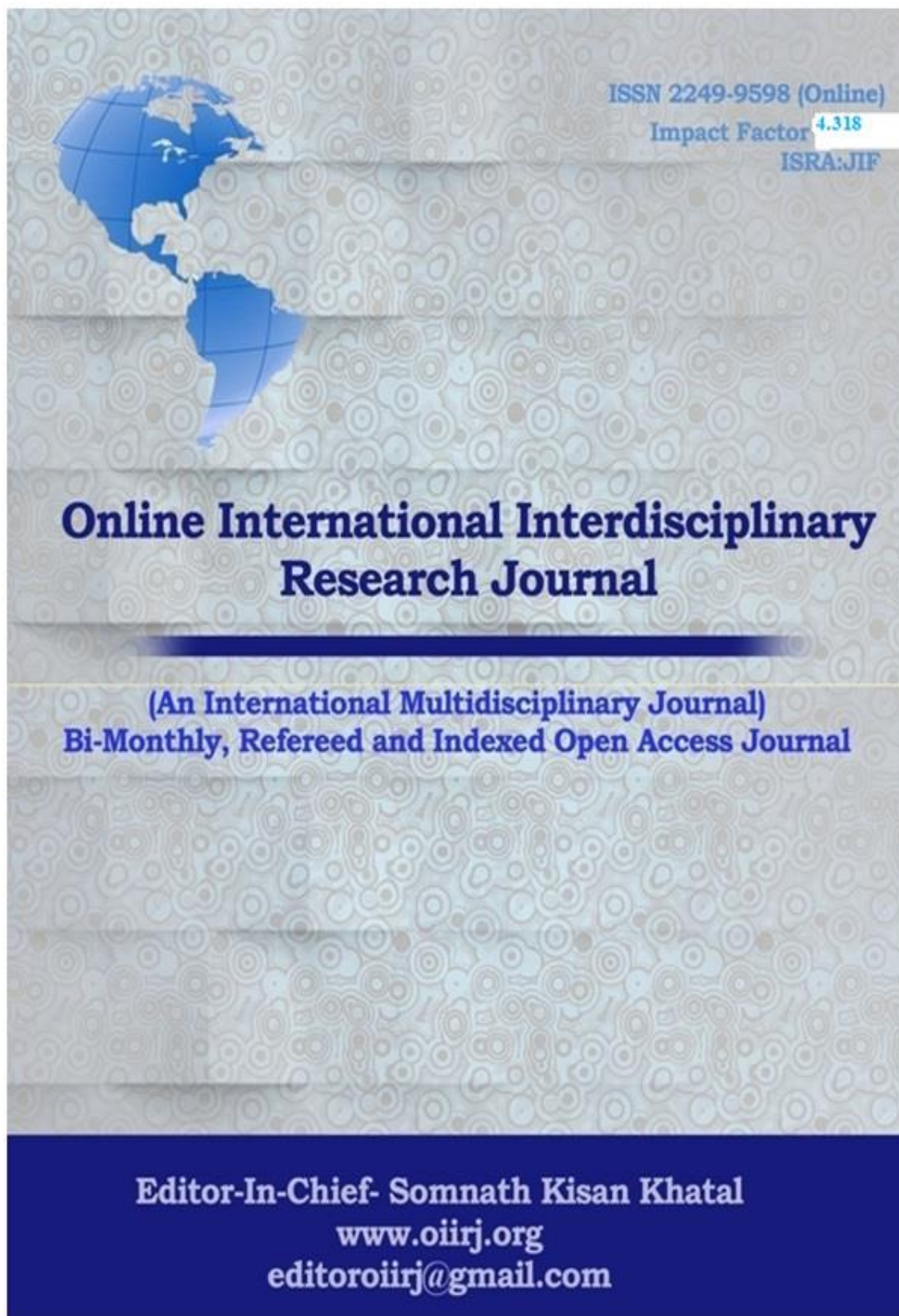
Table 5 shows that since obtained F value (0.093) is less than the table value $F_{0.05}=3.26$ and $F_{0.01}=5.27$ at $df=2$ and $df=35$. Thus the obtained value is not significant at both 0.05 and 0.01 levels of significance. Hence the null hypothesis "There is no significant difference between the mean score of pre-service teachers with different stream of education" is retained. Based on this result it can be concluded that there is no significant difference in the aptitude of pre-service teachers of different streams. The difference between the mean IETAT scores of pre-service teachers with different streams is accidental and not the real one.

CONCLUSION

The study was carried out to construct and tryout of IETAT on pre-service teachers. The test is first of its kind that measures pre-service teachers' teaching aptitude for inclusive education. The result of the hypotheses testing shows that there are no significant differences in the mean IETAT scores of pre-service teachers of different gender, habitat, educational level, age groups and stream of study. It is recommended that the test should be implemented on large sample and should be placed in market after ensuring its validity and reliability. As there is shortage of trained teachers for inclusive education, admitting persons with teaching aptitude for inclusive education will benefit to the system. Such a test will be useful for TEIs, schools, teachers, teacher educators, stack holders and policy makers.

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Inclusive Education Teaching Aptitude Test [IETAT]: Construction and Item Analysis

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Abstract

In India, inclusive education has started after the agreement on UNESCO Salamanca statement in 1994 and some studies conducted on it but none of the studies has focused on measuring aptitude for teaching in inclusive education. Recently, RCI implemented All India Online Aptitude Test [AIOAT] for admitting candidates in certificate and diploma level special education course. This AIOAT is meant only for the candidates who opt to be special education teachers. But, the general Teacher Education Institutes [TEIs] are neither conducting a pre-entry level test nor they measure aptitude of the candidates before admitting them into the special B.Ed. course. The aptitude tests constructed so far were developed for the general teaching aptitude and the researcher failed to find any research which focused on teaching aptitude for inclusive education. So an attempt has been made in this direction to construct a test that measure pre-service teachers' teaching aptitude towards inclusive education. The present paper focuses on the construction of test and selection of items based on item analysis.

KEYWORDS: Inclusive Education, Teaching Aptitude, Construction, Item Analysis

INTRODUCTION

Inclusive education [IE] is a recent concept and also an accepted approach in general education in developed as well as under developing countries including India. The concept of IE is based on the premise that all children should get equal opportunity to learn irrespective of their diverse learning needs. Therefore, IE cannot merely be determined by students' placement but it is based on creating an environment which support and include all children including children with special needs [CwSN].

For effective implementation of IE, teachers' role is very crucial. The success of IE is largely depends on the general school teachers' ability and willingness to make adaptations to accommodate individual differences (Forlin, Douglas & Hattie, 1996 and Forlin et. al., 2009). Attitude and awareness of the teachers regarding the IE also has a significant influence on the whole program and its effective implementation. But many studies have reported lack of awareness (Zaveri, 2011), inattention towards CwSN (Nayak, 2008) lack of training (Sharma, Moore & Sonawane, 2009) and negative attitude (Forlin et. al., 2009) affecting the progress of IE.

Indian school system is considered as one of the largest in the world and out of total 2.68 crore disabled populations, 17% are in the age group of 10-19 years (Census, 2011). The emphasis should be made to prepare teachers for IE at pre-service level but the

general teacher education programmes neither fully equip the teachers to deal with CWSN nor to manage the children with mild and moderate disabilities in general classrooms (Kumar & Kumar, 2007).

Looking at the limitations of general teacher education programmes in preparing teachers for IE, selecting persons with aptitude towards teaching in IE can benefit in making the IE successful. Thus, an attempt has been made in this direction to construct Inclusive Education Teaching Aptitude Test [IETAT] which measures the pre-service teachers' teaching aptitude for IE.

CONSTRUCTION OF IETAT

Before constructing the test, teaching aptitude tests available in India and literatures on teaching in inclusive classrooms were reviewed. Based on the review, a list of factors related to teaching in IE was prepared. The prepared list was sent to experts for their judgment on the importance of factors for teaching in IE. Based on experts' judgment, five factors were selected. After selecting the factors, a total of 97 items were framed. For the content validity of the items, Lawshe (1975) method in which a rating is given to every item in test or assessment in terms of whether the knowledge or skills measured by each item is 'essential', 'useful, but not essential', or 'not necessary' to the performance of what is being measured. The more experts rate the item as essential, the higher the content validity of item. Content Validity Ratio [CVR] was calculated for each item by using the following formula given by Lawshe (1975).

$$CVR = \frac{n_e - \frac{N}{2}}{\frac{N}{2}}$$

Where, n_e = No. of experts rating an item as 'essential'

N = Total no. of experts providing ratings.

Table 1
Distribution of Items as per CVR

CVR	Items	Total
1	48, 61, 70, 83	04
.50 - .99	2, 4, 6, 11, 12, 13, 20, 21, 26, 30, 31, 32, 33, 34, 37, 42, 43, 44, 45, 46, 47, 49, 51, 53, 55, 60, 62, 66, 71, 74, 77, 79, 81, 82, 85, 87, 89, 92, 96, 97	40
.25 - .49	1, 3, 5, 7, 8, 10, 17, 18, 22, 24, 25, 27, 29, 36, 52, 54, 64, 73, 75, 76, 79, 80, 84, 86, 90	25
.01 - .24	NIL	00
0 and less than that	9, 14, 15, 16, 19, 23, 28, 35, 38, 39, 40, 41, 50, 56, 57, 58, 59, 63, 65, 67, 68, 69, 72, 88, 91, 93, 94, 95	28
Total		70

The items having CVR .25 and more than that were retained and items with CRV 0 and less than it were removed. One item on Universal Design of Learning was added as per the suggestion by the experts. Thus a total of 70 items with high content validity were

retained for pilot testing. All 70 items were distributed in the five sections given in the following table 2.

Table 2
Section wise Items included in the Pilot Form of IETAT

Section		No. of Items
I	Knowledge about Inclusive Education	15
II	Perceived Ability to Identify Disabilities	14
III	Attitude towards Teaching CwSN	13
IV	Perceived Ability to Adapt Inclusive Teaching Methods	15
V	Skills to Manage Inclusive Classroom	14
Total		70

The pilot form of IETAT was administered on 38 pre-service teachers for its pilot testing in January, 2017.

ANALYSIS OF ITEMS

Item analysis is very important for selecting or rejecting the test items based on the difficulty and discrimination values so that the best items are covered under the test. For item analysis, all 38 answer sheets were arranged in descending order i.e. answer sheet with highest mark at top and lowest mark at bottom.

Difficulty Value

Difficulty value indicates the percentage of respondents correctly answered the item. The items with high percentage are considered easier. Items with difficulty value .90 or more are considered as easy items and items with less than .20 difficulty value are considered as very difficult items. The items with moderate difficulty value i.e. .50 are generally preferred for testing as they maximize the discrimination between high and low scorers. The following formula was used for calculating difficulty value for each item.

$$D = \frac{U-L}{2}$$

Where,

D = Difficulty value of the item

U = Percentage of respondents scoring the item correctly in the upper 27% after being corrected for guessing work

L = Percentage of respondents scoring the item correctly in the lower 27% after being corrected for guessing work

After calculating the difficulty values, the items were grouped as per the guidelines of Henning (1987) given in the following table 3.

Table 3
Henning's Guidelines for Difficulty Level of Items

Difficulty Level	Description
$\leq .33$	High Difficult
.34 to .66	Moderate Difficult
$\geq .67$	Low Difficulty/Easy

Table 4
Distribution of Test Items as per Henning's Guidelines for Difficulty

Difficulty Level	Items	Total
$\leq .33$	4, 8, 9, 13, 14, 15, 17, 21, 24, 26, 35, 36, 37, 46, 47, 48, 50, 51, 52, 55, 56, 57, 59, 60, 64, 65, 66, 67, 68, 70	30
.34 to .66	3, 6, 11, 16, 18, 19, 20, 22, 23, 25, 27, 28, 29, 31, 33, 34, 38, 39, 41, 43, 45, 49, 53, 62, 69	25
$\geq .67$	1, 2, 5, 7, 10, 12, 30, 32, 40, 42, 44, 54, 58, 61, 67	15
Total		70

Table 4 shows that out of 70 items, 15 were easy, 25 were moderate and 30 items were difficult items.

Discrimination Power

It is the extent to which success and failure of an item indicates the possession of trait being measured (Marshall & Hales, 1972). The bi-serial correlation is usually regarded as the standard procedure in items analysis (Garrett, 1966) as an index of discriminating power appear to be most numerous. The items were categorized as per the guidelines of Ebel (1979) given in the following table 5.

Table 5
Ebel's Guidelines for Discrimination Power of Items

Discriminating Power	Description
.40 and above	Quite satisfactory
.30 to .39	Little or no revision is required
.20 to .29	Needs revision
$\leq .19$	Item should be eliminated or completely revised

Table 6
Distribution of Test Items based on the Discriminating Power

Discriminating power	Items	Total	Remark
.40 and above	2, 3, 4, 10, 12, 14, 15, 17, 23, 25, 26, 27, 29, 32, 33, 34, 40, 43, 47, 49, 53, 55, 57, 61, 62, 64	28	Very good items
.30 to .39	5, 30, 32, 38, 44, 45, 48, 58, 63	9	Reasonably good items
.20 to .29	6, 11, 18, 20, 24, 35, 36, 37, 56, 66, 68, 69, 70	13	Need improvement
$\leq .19$	1, 7, 8, 9, 13, 19, 21, 22, 28, 39, 41, 42, 46, 50, 51, 52, 54, 59, 60, 65	20	Very poor items
Total		70	

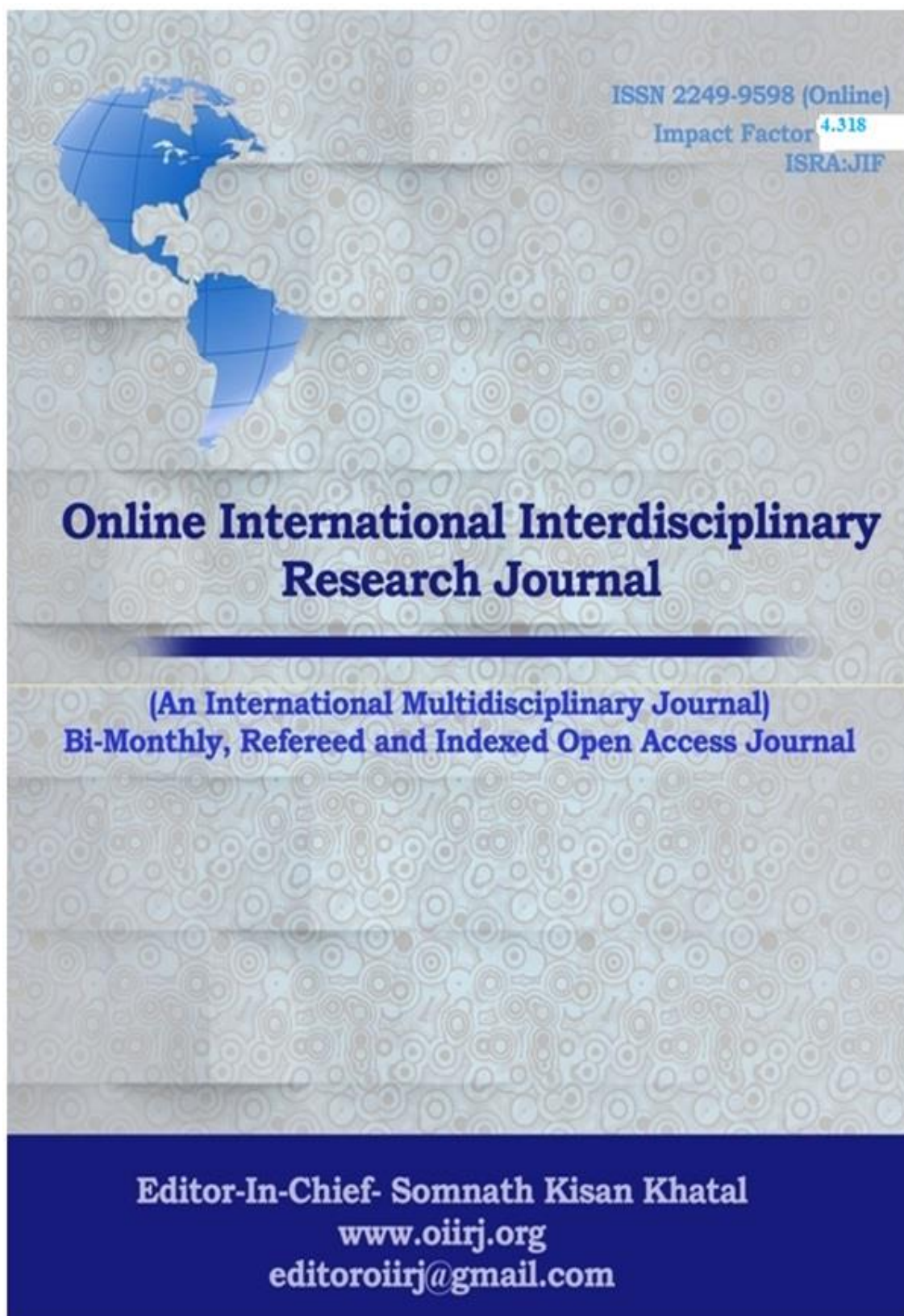
Table 6 shows that out of 70 items, 20 items were very poor items that need to be completely eliminated.

CONCLUSION

The IETAT was constructed for the pre-service teachers and tried out on 38 pre-service teachers. Items with CVR .25 and more than that were retained for including the items with high content validity. Easy items with difficulty values more than .67 and discriminating value less than .20 were removed from the test. Thus the final version of the test consisted of 50 good items with high content validity and good discriminating power. The constructed test will be helpful to teacher educators, stack holders and policy makers involved in the field of inclusive education and teacher education.

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Measuring Pre-Service Teachers' Teaching Aptitude for Inclusive Education: Need of the Hour

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Abstract

Inclusive education is a recent concept in India. For making the inclusion as reality, India needs to prepare efficient teachers who can carry responsibility for making the inclusive education successful. Rehabilitation Council of India is taking All India Online Aptitude Test for admitting candidates in certificate and diploma level special education course. But, the general teacher education institutes are neither conducting a pre-entry level test nor they measure aptitude of the candidates before admitting them into the special B.Ed. course. By reviewing the aptitude tests constructed so far in India, it was observed that the tests were meant for measuring the general teaching aptitude and the researcher failed to find any research which focused on teaching aptitude for inclusive education. So constructing a test which measures pre-service teachers' aptitude for teaching in inclusive education will benefit not only to the inclusive school community but also to teacher education institutes, teacher educators, stakeholders and policy makers involved in inclusive education. In the lines of the above, the present paper focuses on the concept of inclusive education, concept of teaching aptitude and teaching aptitude for inclusive education.

KEYWORDS: Inclusive Education, Teaching Aptitude, Measurement, Pre-service Teachers

INTRODUCTION

People differ from one another physically as well as mentally and their performance also varies in activities such as leadership, music, art, mechanical work, teaching etc. some persons outperform others in acquiring knowledge or skills even in similar circumstances. The reason can be their natural and acquired capacity or ability. This naturally acquired ability can be further developed through appropriate training. Thus we can say that naturally acquired ability and appropriate training are required to be a successful person in teaching.

Teacher education is an essential component for implementation of Inclusive Education [IE] in the classroom (Booth et. al., 2003; Ainscow, 2005; and Sandhill & Singh, 2005). In India, prior to NCTE Guidelines (2014), the general teacher education courses were offering an optional paper on special education. The special education paper was neither an integral part of training nor equipping teachers to deal with the challenging diversity (Singhal, 2005a). Many surveys also reported that the teachers' attitude towards inclusion is not positive (Ellins & Porter, 2005) and they feel themselves as unprepared for

inclusion and for teaching learners with diverse needs (Forlin, 2001). Due to lack of proper training, the teachers will hesitate to join inclusive schools. Thus admitting candidates with aptitude towards teaching in IE can benefit to some extent to make the IE program successful. Looking to this, the present paper focuses on concept of IE, concept of teaching aptitude and need to measure aptitude for teaching in IE.

CONCEPT OF IE

The concept of IE has emerged from the idea of providing equal opportunities to all children including Children with Special Needs [CwSN]. The World Declaration of Education For All [EFA] (1990) emphasized on special attention to learning needs of CwSN. On the line of Salamanca statement, India has framed legislative act Persons with Disability [PwD] Act (1995) and Right To Education [RTE] Act (2009) for ensuring free education of CwSN in an appropriate environment till the age of 18 years.

In IE, all children are welcomed, accepted and supported for their learning needs. The emphasis is not on treating their deficiencies but to adapt the environment for accommodating all children and providing equal opportunity to learn irrespective of their diverse learning needs. The IE is a flexible system of education. It is the individualized support system provided in the general schools committed to an appropriate EFA (Hammeken, 2008).

The concept of IE is now accepted as an efficient means of realizing the dream of EFA. It is primarily about belonging membership and acceptance of all children including CwSN. It is not just based on students' placement but creating an environment that supports and includes all learners.

CONCEPT OF TEACHING APTITUDE

Human working efficiency is not easily measured as it varies with a number of factors such as aptitude for task involved, adequacy of training for the task, motivation and condition of work etc. Aptitude is a quality in an individual which is indicative of the probable extent to which a person will tend to acquire under suitable training.

If a person has an aptitude for teaching that means s/he has capacity to acquire proficiency in teaching under appropriate conditions and s/he will succeed in teaching. Many factors are involved with teaching aptitude like knowledge, communication skills, academic achievement and personality traits (Kaur, 2007).

Teaching aptitude test is directly concerned with teacher training programmes and it can prove very useful in the selection of teacher trainees. The author has reviewed the available teaching aptitude tests constructed in India by referring National Psychological Corporation Catalogue (2014) and Rupa Psychological Centre Catalogue (2016-17) and thereby from internet. The tests were:

1. Teaching Aptitude Test Battery (English) by M. M. Shah (1962)
2. Teaching Aptitude Test (Hindi) by K. P. Pandey (1968)
3. Teaching Aptitude Test (Hindi) by S. N. Sharma (1969)
4. Teaching Aptitude Test (English) by S. C. Gakhar&Rajnish (1971)

5. Teaching Aptitude Test (Hindi) by Jai Prakash & R. P. Srivastava (1973)
6. Teaching Aptitude Test (Hindi) by B. M. Upadhyay (1976)
7. Teaching Aptitude Test Battery (Hindi) by Shamim Karim & A. K. Dixit (1986)
8. Teaching Aptitude Scale (English) by Sanjay Vohra (1993)
9. Teaching Aptitude Test Battery (Hindi & English) by R. P. Singh & S. N. Sharma (1998)
10. Teaching Aptitude Test (English) by S. S. Dahiya & L. C. Singh (2004)

From the review of these tests, it was observed that all the tests were constructed for measuring general teaching aptitude and no any researcher attempted to construct teaching aptitude test for IE. Thus there is need to construct a test that measure teachers' aptitude for teaching in IE as it will benefit to select and train teachers for IE.

TEACHING APTITUDE FOR IE

IE has been started to break the isolation between special and general education, to bridge the gap between them and to mainstream CwSN into general education to learn with their peers. But despite policies and provisions, IE has not achieved desired success due to lack of supporting system (Shevde, 1997), lack of awareness about policies and provisions among general educators (Zaveri, 2001), negative attitude towards CwSN (Philips, 2007) and inattention of teachers towards CwSN in classroom (Nayak, 2008). These may be the reason for exclusive system of education and unreachable goal of EFA.

The lead role for successful implementation of IE would be of teachers as their role is very crucial. But the teacher training courses available nationwide provides limited training to teacher trainees (Singhal, 2005b). Without proper training the teachers feel themselves as unprepared for inclusion (Forlin, 2001) and in turn they will hesitate to join inclusive schools.

Indian school system is considered as one of the largest system in the world but 9,90,000 CwSN of the age group of 6-14 years are still out of the school (Census, 2011). Thus focus should be on teachers training in IE because without adequate training the teachers may be resistant to the idea of including CwSN in their classrooms (Sharma, Moore & Sonawane, 2009). The prevalent teacher training programmes tend to overemphasize knowledge acquisition and pay limited attention to practical skills for teaching students with diverse learning needs which results into lack of confidence and negative attitude towards IE (Carroll, Forlin & Jobling, 2003). So the pre-service teachers feel themselves untrained for IE and after their training will hesitate to join inclusive schools. This could be the main reason for the shortage of trained teachers for IE. Thus, candidates with aptitude for teaching in IE should be spotted out through proper testing and advised to join teaching profession. This in turn will help to prepare efficient teacher for IE.

When we say a person possesses an aptitude for teaching in IE, it is assumed that s/he has a good proportion of the traits required for becoming successful teacher in IE. A number of traits required for being successful teacher in IE, compose as a whole the aptitude for teaching in IE.

CONCLUSION

The Inclusive Education Teaching Aptitude Test [IETAT] will not benefit only to general teacher education institutes but also to special teacher education programmes. The test can be used either individually or in group. Even the inclusive schools where the school authorities need to recruit untrained teachers due to unavailability of trained teachers. IETAT can also be useful for them to recruit the teachers with aptitude for teaching in IE. As the pre-service teachers will carry the responsibility for the implementation of the IE policy, an understanding about their aptitude for teaching in IE can be useful for the teacher educators, stack holders and policy makers involved in the IE.

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Construction and Standardization of Inclusive Education Teaching Aptitude Test (IETAT)

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INTRODUCTION

Inclusive education has been started since the last decade in India to break isolation from special and general education, to bridge the gap between them and to mainstream Students with Disabilities (SwD) into the general education to learn with their peers. Many policies and provisions are made to make the inclusive education successful. However, there are always far distance between the planning on paper and real implementation of any policies and programmes of the government. There may be certain reasons like improper utilization of grant, wrong interpretation of the schemes, lack of attitude and interest among the people engaged, lack of awareness among the stake holders and lack of proper monitoring, supervision and administration at different levels. In this regard, Alur (2003) rightly mentions that the picture regarding the inclusive education looks rather effective on paper but the implementation in reality is quite challenging. The resource scarcity in schools, lack of proper qualified teachers and unwillingness of the teachers to go to these schools, oversized classrooms make inclusion practice feeble in the actual classroom.

The lead role for the successful implementation of the inclusive education would be teacher because she/he can play crucial role. Burchardt (2005) opined that in inclusive classroom, teachers get an opportunity to develop their professional skills in an atmosphere of congeniality, collaboration and peer support. They can plan and conduct their tasks as part of a team. Inclusive schools allow collaboration and consultation among teachers and this provides psychological support to them. In 1985, NCERT launched Project Integrated Education for Disabled (PIED) and teacher training was a key strand of this project. The PIED initiatives had several positive outcomes. UNESCO teacher education resource pack for teaching special needs in classroom was a trial to study the effectiveness of the strategies in changing teachers and pupils attitudes to teaching and learning. A number of positive factors were emerged with minimizing teachers' reservation about meeting special educational needs in ordinary classrooms with the necessary training and support. Verma (2002) after evaluation of Integrated Education for the Disabled Children (IEDC) both in District Primary Education Programme (DPEP) and non-DPEP districts reported that IEDC needs to be redesigned on the lines of inclusive education for maximum reach and impacts. The IEDC model used in DPEP districts has not gone beyond identification and providing aids and appliances.

The National Council of Educational Research and Training (NCERT, 1998) acknowledge that there is lack of clarity at different levels in understanding regarding inclusive education in the Indian context and urgent needs to evolve operational frameworks for the planning and management of inclusive education. From the experiences by visiting municipal schools of Ahmedabad city, Nayak (2008) reported that there was a visible attendance of the CwD in the classroom however, majority of them were unattended by the teachers in the classrooms. This was because of lack of training to these teachers to address the special needs in the classrooms.

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The areas of education have changed during the last decades and teachers have to work with the rapid changes and their roles also changes accordingly. Sachs (2003) has opined that the changes have involved the development of new understanding about the interactive nature of children's needs and a shift in focus from 'what is wrong with the child' to 'what does the child need to support his/her learning'. Such developments have substantially affected the professional identity as well as the roles and responsibilities of many teachers. It also has implications for how teachers are trained and supported their professional development. The failures and difficulties in the development of inclusive practices can be of lack of proper funding, lack of proper resources and existing practices (Evans & Lunt, 2002; Forlin, 2001) mentioned that most of the teachers do not have the necessary knowledge, skills and attitudes to carry out the work in inclusive setting.

Research from the countries in which inclusive education has been implemented for many years suggests that the successful implementation of inclusion reforms depends on at least three factors: (i) policy that supports inclusive education (Fullan, 2001; Kugelmass & Ainscow, 2004; Scruggs & Mastropieri, 1996); (ii) adequately trained educators (teachers, para professionals and school leaders) (Avramidis & Norwich, 2002; Forlin, Douglas & Hattie, 1996); and (iii) a commitment to the provision of necessary ongoing support including special teaching resources and the availability of specially trained educational consultants, for classroom teachers and school participants (Moore, Gibreath & Mainri, 1998). Of these, perhaps one area in which India has not yet made significant progress is the training of educators. A majority of training institutes in India provide limited, if any, information about how to teach SwD. Without adequate training, teachers may be resistant to the idea of including SwD in their classrooms (Sharma *et al.*, 2009).

Forlin, Douglas & Hattie (1996) and Forlin & Colleagues (2009) argued that the success of mainstreaming is largely dependent on the regular classroom teachers' ability and willingness to make adaptations to accommodate individual differences. In support of this argument, Smith (2000) noted, although positive perceptions and feelings may encourage appropriate policies and supportive integration practices, negative attitudes tend to sustain low achievement expectations and unacceptable behaviour in SwD. So, negative attitude among pre-service teachers, if not addressed during initial teacher education, may continue to hamper the progress of inclusive education efforts in schools (Forlin *et al.*, 2009). Based on the review of research on pre-service teacher preparation, Carroll, Forlin & Jobling (2003) reported that initial teacher programs tend to overemphasise knowledge acquisition and pay limited attention to practical skills for teaching a diverse range of students, including those with disabilities and therefore the pre-service teachers lack confidence and have negative attitudes to inclusion.

In India, inclusive education has started after the agreement on UNESCO Salamanca statement in 1994 and some studies conducted on it but none of the studies has focused on awareness and attitude towards inclusive education. Although some studies have tried to measure attitudes of in-service teachers (Jangira & Mukhopadhyay, 1991; Parsuram, 2005) and school principals (Sharma & Desai, 2002) towards inclusion in India, but barring the study of Sharma *et al.* (2009) on pre-service teachers, there is a dearth of literature in the area of pre-service teacher education.

RCI is conducting various courses of teacher training (B.Ed./M.Ed./D.Ed.) in different disabilities through 509 recognized institutions in India. However, selection of the candidates is on scholastic achievement scores. None of the TEIs is conducting pre-entry level test or not measuring aptitude of the candidates before admitting them into the special B.Ed. course. Even, RCI is not conducting any type of pre-entry or aptitude test for the pre-service teachers admitting in special B.Ed. course. Moreover, very little work done in the teacher aptitude test construction in India except the work done by Sumangla & Usha, Jai Prakash & R. P. Srivastava and Shah. There is a great dearth of some reliable and valid measure of teaching aptitude in India (Mangal, 2007). The aptitude tests

constructed so far were developed for the general education and no any researcher has focused on the teacher aptitude for inclusive education. So in the proposed study, an attempt is made in this direction. As the pre-service teachers will carry the responsibility for the implementation of the inclusive education policy within the Indian education system, an understanding about their aptitude for inclusive education will be useful for the teacher educators, stack holders and policy makes involved in the field of inclusive education. The proposed study will explore the pre-service teachers' aptitude towards inclusive education.

RESEARCH QUESTIONS

From the review of the related literatures and conceptual framework, few questions emerges which need to be examined thoroughly. The questions are:

1. Do the pre-service teachers possess capability and ability to teach the CwSN?
2. What are their concerns to teach the CwSN?
3. What aptitudes do pre-service teachers possess on teaching inclusive education?

All these questions therefore, call for more indepth study in order to present a real picture regarding the teachers' aptitude for inclusive education. In the proposed study, an attempt will be made to seek answer to these questions by developing and standardizing inclusive education teaching aptitude test.

STATEMENT OF THE PROBLEM

Construction and standardization of inclusive education teaching aptitude test (IETat)

Objectives

1. To construct the Teachers' Aptitude Test for Inclusive Education.
2. To standardize the Teachers' Aptitude Test for Inclusive Education.
3. To measure the teachers' aptitude for inclusive education through the developed aptitude test.

Hypotheses

- H₀1: There will be no significant difference between mean IETAT score of urban area pre-service teachers and rural area pre-service teachers.
- H₀2: There will be no significant difference between mean IETAT score of male pre-service teachers and female area pre-service teachers.
- H₀3: There will be no significant difference between mean IETAT score of pre-service teachers with different stream of study.
- H₀4: There will be no significant difference between mean IETAT score of pre-service teachers with different medium of instruction.
- H₀5: There will be no significant difference between mean IETAT score of pre-service teachers with different teaching methods.

METHODOLOGY

The proposed study will be survey type in nature where the investigator will attempt to survey to measure the aptitude of the pre-service teachers for the inclusive education in the state of Gujarat. The proposed study will cover entire state and all the Secondary Teacher Education Institutes (TEIs) providing training to teachers. The aptitude test will be constructed after an extensive review of the

related literature. The curriculum of the subject special education of the B.Ed. M.Ed. level also will be studied and the concepts will be drawn. After getting the concept of inclusive education, various aptitude tests prepared earlier will be studied to construct the items.

Population

All the TEIs of Gujarat state will constitute population for the proposed study. Also all the candidates apply for B. Ed. in all the TEIs of Gujarat state during the year 2014-15 will constitute population for the proposed study. There are total fifteen universities providing in Gujarat having TEIs. Among fifteen universities, eight are general universities, four are private universities and one each is deemed, open and specialized university for teachers' training. Approximately, 17280 students are getting admission in B. Ed. Course every year.

Sample

Sample for the proposed study will be selected on the basis of cluster sampling method. One TEIs from the Gujarat will be selected from each region i.e. our TEI from the four region. For the sample of pre-service teachers, all the candidates apply for the B.Ed. course in the selected four TEIs during the academic year 2014-15 will be selected as a sample. Thus, approximately 480 pre-service teachers will be selected as a sample.

Tools

In order to collect the required data, the most useful tool named 'test' will be used and to determine the content of the test, available literature pertaining to teaching aptitude and will be examined. Consultation with the experts in the field also will be carried out. After examining the related literature and consultation with the experts, the investigator will prepare inclusive education teaching aptitude test. The test will be constructed and standardized with the following steps:

Step I: Identification of the Dimensions of IETAT

The investigator will conduct interview with some of the experts in the field of inclusive education, psychology and teacher education in order to identify the dimensions of teaching aptitude in inclusive education. Along with the interview, extensive review of materials on inclusive education, effective teaching and the teaching aptitude tests prepared recently, will also be done. Based on the interview and extensive review of literature, the investigator will identify the dimensions for IETAT and items on the identified dimensions will be formed.

Step II: Development and Selection of the Items for IETAT

With the reference to the identified dimensions and the nature of the items to be developed, items will be worded. As many as possible items will be constructed for each dimensions. The items will be referred to the experts for collecting their opinion with regard to items formulated, correctionness and appropriate of the items, relevance and capacity to measure inclusive education teaching aptitude. The suggestions of the experts will be incorporated and necessary changes will be made and initial draft of the IETAT will be constructed. The initial draft of the test will be referred to the language experts for language clarification and accordingly correction will be made.

Step III: Pre-Plot Testing of IETAT

Pre-pilot testing will be done on the small group of final year Graduate/Post-Graduate students who wish to opt B.Ed. after completion of their graduation/post-graduation. Necessary instruction

will be given to the students before administration of initial draft of IETAT. Time restriction will not be implemented during the pre-pilot testing but the time of completion of test will be noted down. The difficulties of the subjects in answering the items and overall test will also be noted down. After pre-pilot testing, answer keys will be prepared by the investigator and the test answer books will be evaluated. Scores of 1 and 0 will be awarded to the subject for every right and wrong answer.

Step IV: Consultative Meeting with the Experts

The investigator will consult some of the experts in the field of inclusive education, psychology and teacher education and will discuss about the initial draft of IETAT, its pre-pilot testing analysis and result. Through the discussion with the experts, final draft of the IETAT will be constructed. The final draft of the IETAT will again referred to the experts for its validation. The suggestions of the experts will be incorporated and necessary changes will be made and final draft of the IETAT will be finalised.

Step V: Pilot Testing of Final Draft of IETAT

After preparing the final draft of the IETAT, pilot testing will be done. Data of pilot testing will be analysed by using proper statistical techniques evolved with the consultation with the experts. Based on the pilot testing, final version of the IETAT will be prepared alongwith the instruction, time, scoring, analysis techniques. Necessary changes and modification will be done in the IETAT if needed. The final draft of the IETAT will be translated in Hindi and Gujarati language and will be referred to the language experts for language clarification and accordingly correction will be made.

Step V: Standardization of the IETAT

Validity and reliability will be established to standardize it. Content validity will be assured and cross validation will also be done for determining the validity. Reliability of the IETAT will be measured by using test-retest and split-half method and necessary norms will be established.

Step V: Final Experiment of the IETAT

The final version of the IETAT will be administered on the actual sample of four TEIs of Gujarat state. Hypotheses of the proposed study will be tested after the experiment.

DATA COLLECTION

The investigator will visit each of the selected TEIs and will collect the required data from the pre-service teachers of the academic year 2014-15 as per the convenient time given by the head/principal of the institute. Necessary instruction will be given for the test and will be followed strictly. The pre-service teachers will be motivated that test results/answers would not affect their admission or result. Descriptive data pertaining to the TEIs of Gujarat, curriculum for training in inclusive education, information pertaining to the pre-service teachers like personal information, educational background will also be collected. The data required for the proposed study will be available from the various sources like offices of the TEIs, official records of the TEIs and pre-service teachers. Apart from this, official websites of the universities/TEIs also will serve as source of data.

DATA ANALYSIS

The data for the first objective will be analyzed qualitatively. Data collected through the extensive review of literatures, consultation with experts and pilot testing will be content analyzed. Standard scores, T-scores and percentiles will be employed to standardize the test. For the third objective of the study, hypotheses will be tested by using mean, SD and t-test.

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