

PREFACE

The work embodied in the report entitled “Construction and Standardization of Inclusive Education Teaching Aptitude Test [IETAT]” has been carried out in the Department of Education [CASE & IASE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

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, stakeholders and policy makers involved in the field of inclusive education.

The report gives an overview of the pre-service teachers' teaching aptitude for inclusive education. The report comprises of eight chapters. In **Chapter I** and **Chapter II** concept of inclusive education and teaching aptitude are explained. **Chapter III** consists of a detailed discussion of the construction of IETAT. **Chapter IV** presents detailed description about the pilot testing of IETAT. In **Chapter V**, administration of IETAT is presented. **Chapter VI** deals with statistical analysis of the test data and **Chapter VII** with factor analysis of the test data. Finally in **Chapter VIII**, a summary of the entire research is given along with the conclusion and suggestions for IETAT users.