

Comparative Study of Preparedness of Implementing Inclusive Education in Schools affiliated to CBSE and State Board of Greater Hyderabad

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ABSTRACT:

Present study is trying to enlighten the comparison of Preparedness of Implementing Inclusive Education Inclusive Education in Schools affiliated to CBSE and State Board Students as Inclusive education is a cycle of fortifying the limit of the schooling framework to connect with all students. For the present study 140 students of State Board of Telangana and CBSE Board of Greater Hyderabad District were taken, for the Assessment of Preparedness of Implementing Inclusive Education the 'self made questionnaire' were used and CR test used for the data analysis. Results indicate that the comparison of Preparedness of Implementing Inclusive Education of IXth Std. boys, girls Students studying in Schools affiliated to State and CBSE Board has no significant. Means there is no significance difference shown between Preparedness of Implementing Inclusive Education of both Board and between boys and girls.

Keywords: Inclusive Education, Boys, Girls, State Board of Telangana and CBSE Board

INTRODUCTION

The best asset of the nation is its people and thriving of the nation relies upon the nature of its people. It would be well-rounded schooling and intending to use the assets completely and adequately to contribute for the public turn of events.

In each society education make life both for the individual and the network cheerful, Prosperous and agreeable. The general public's advancement and improvement depends of upon how its youngsters are changed and prepared in various parts of information. The social elements of instruction incorporate the transmission of culture worth and convictions, and of aptitudes and experience just as the transmission of arrangement of working throughout everyday life. Individuals from each part of daily routine experiencing in a social set up are its. Human Resource," Human asset improvement during the time spent structure information, aptitudes, working capacities and intrinsic abilities surprisingly in a general public,"(Harbiron 1964)

Schooling needs to assume an imperative part in setting up the new age of India, to face of the difficulties of a quick changing social framework. The reports, of the different schooling commissions submitted in the previous few decades, called attention to that one of the significant disappointments of our instructive framework was its inability to help in public remaking.

Every new research evolves from the existing knowledge of that particular concept. The result, theories and accepted outcomes of the

already conducted studies related to any specific topic ought to be understood in depth to reach new conclusions. The researcher has critically analyzed the previous studies related to the topic of education concerning Inclusive Education. An intensive and exhaustive survey of related literature has done before selecting the present study this offered a fascinating experience. **Singal, Nidhi (2006)** made a study as “Inclusive Education in India: International concept, national interpretation” and tried to seem at education of kids belonging to marginalized groups, with particular reference to children with disabilities, within the Indian context. She analyzed of post-independence Government documents; various educational provisions made available for kids with disabilities are also discussed. It explored the Indian Government’s specialize in the event of special schools, its efforts towards integration, and thus the newer emphasis on inclusive education. Furthermore, it attempts to elucidate “inclusive education” as understood in various official documents and concluded by asserting a requirement to develop a contextual understanding of inclusive education that's reflective of current educational concerns in India. **Alur, Mithu (2010)** studied on “Some Cultural and Moral Implications of Inclusive Education in India—a personal view” and provided a private viewpoint on learning disorder in India. It refers to her doctoral research on policy and therefore the status of individuals with disability in India. It puts forth the view that although India addresses diversity in some ways it tends to exclude people with disability from national programmes and argued that inclusive education

should be context- and culture-specific which inclusive programmes can develop, albeit incrementally, despite the very fact that systemic change has not taken place and suggested that moral and ethical considerations demand that folks engaged with inclusion got to work towards inclusion of all children wherever necessary which each individual first of all must internalize the change within them.

METHODOLOGY

(a) Sample Techniques-Sample for the present study consists of 70 +70 students randomly selected from State Board and CBSE Board of Greater Hyderabad District of Telangana State.

(b) Tool used- Self made questionnaire of Inclusive Education.

(c) Data Analysis- The data analyzed with the help of 'CR' test

(d) Objective of the study

- (i) To Study of the Preparedness of Implementing Inclusive Education of students from schools affiliated to State Board.
- (ii) To Study of the Preparedness of Implementing Inclusive Education of students from schools affiliated to CBSE.
- (iii) To Study of the Preparedness of Implementing Inclusive Education of Boys and Girls students from schools affiliated to CBSE.
- (iv) To Study of the Preparedness of Implementing Inclusive Education of Girls students from schools affiliated to State Board and CBSE.
- (v) To Study of the Preparedness of Implementing Inclusive Education of Boys students from schools affiliated to State Board and CBSE.

(e) Hypothesis of the study

- (i) There is no significant difference between the Preparedness of Implementing Inclusive Education of students from schools affiliated to State and CBSE Board.
- (ii) There is no significant difference between the Preparedness of Implementing Inclusive Education of Boys and Girls students from schools affiliated to State Board.
- (iii) There is no significant difference between the Preparedness of Implementing Inclusive Education of Boys and Girls students from schools affiliated to CBSE Board.
- (iv) There is no significant difference between the Preparedness of Implementing Inclusive Education of Girls students from schools affiliated to State Board and CBSE Board.
- (v) There is no significant difference between the Preparedness of Implementing Inclusive Education of Boys students from schools affiliated to State Board and CBSE Board.

INTERPTATION

Table - 1

Comparative results of the Preparedness of Implementing Inclusive Education of students from schools affiliated to State and CBSE Board

Group	Strength	Mean	SD	CR value	'P' Value
State Board Students	70	32.56	7.21	0.77	Not Significant
CBSE Board Students	70	33.48	6.97		

df = 148

Table value at 0.05 level of significant = 1.98

Table No.1 shows that the Preparedness of Implementing Inclusive Education mean score of State Board school Students is 32.56 and CBSE school Students is 33.48, table shows that the computed mean difference is 0.92 and it is not significant because its 'CR' value is 0.77, which is less than the table value 1.98 at 0.05 level on 148 df. This shows that the Preparedness of Implementing Inclusive Education of State Board school students are same as the CBSE School students.

Inference - 1

The result indicates that there is no significant difference found between State Board School Students and CBSE School Students in Preparedness of Implementing Inclusive Education. This implies that the State Board School Students and CBSE School Students do not differ in their Preparation of Implementing Inclusive Education.

Thus null hypothesis No. 1 is accepted.

Table - 2

Comparative results of Preparedness of Implementing Inclusive Education of Boys and Girls students from schools affiliated to State Board.

Group	Strength	Mean	SD	CR value	'P' Value
State Board School's Girls Students	35	32.80	7.49	0.28	Not Significant
State Board School's Boys Students	35	32.32	6.76		

df = 78

Table value at 0.05 level of significant = 1.99

Table No.2 shows that the Preparedness of Implementing Inclusive Education mean score of State Board School's Girls Students is 32.80 and State Board School's Boys Students is 32.32, table shows that the computed mean difference is 0.48 and it is not significant because its 'CR' value is 0.28, which is less than the table value

1.99 at 0.05 levels on 78 df. This shows that the Preparedness of Implementing Inclusive Education of State Board School's Girls Students is same as the State Board School's Boys Students.

Inference - 2

The result indicates that there is no significant difference found between State Board School's Girls Students and State Board School's Boys Students in Preparedness of Implementing Inclusive Education. This implies that the State Board School's Girls Students and State Board School's Boys Students do not differ in their Preparedness of Implementing Inclusive Education.

Thus null hypothesis No. 2 is accepted.

Table-3

Comparative results of the Preparedness of Implementing Inclusive Education of Boys and Girls students from schools affiliated to CBSE Board

Group	Strength	Mean	SD	CR value	'P' Value
CBSE School's Girls Students	35	32.52	7.23	1.14	Not Significant
CBSE School's Boys Students	35	34.44	6.85		

df = 78

Table value at 0.05 level of significant = 1.99

Table No.3 shows that the Preparedness of Implementing Inclusive Education mean score of CBSE school's Girl Students is 32.52 and CBSE School's Boy Students is 34.44, table shows that the computed mean difference is 1.92 and it is not significant because its 'CR' value is 1.14, which is less than the table value 1.99 at 0.05 levels on 78 df. This shows that the Preparedness of Implementing Inclusive

Education of CBSE School's Girls Students is same as the CBSE School's Boy's Students.

Inference - 3

The result indicates that there is no significant difference found between CBSE School's Girls Students and CBSE School's Boy's Students in Preparedness of Implementing Inclusive Education. This implies that the CBSE School's Girl Students and CBSE School's Boy's Students do not differ in their Preparedness of Implementing Inclusive Education.

Thus null hypothesis No. 3 is accepted.

Table-4

Comparative results of Preparedness of Implementing Inclusive Education of Girls students from schools affiliated to State Board and CBSE Board

Group	Strength	Mean	SD	CR value	'P' Value
State Board School's Girls Students	35	32.80	7.49	0.16	Not Significant
CBSE School's Girls Students	35	32.52	7.23		

df = 78

Table value at 0.05 level of significant = 1.99

Table No.4 shows that the Preparedness of Implementing Inclusive Education mean score of State Board school's Girl Students is 32.80 and CBSE school Girl Students is 32.52, table shows that the computed mean difference is 0.24 and it is not significant because its 'CR' value is 0.16, which is less than the table value 1.99 at 0.05 level on 78 df. This shows that the Preparedness of Implementing Inclusive Education of MP Board School's girl students are same as the CBSE School's Girl Students.

Inference-4

The result indicates that there is no significant difference found between State Board School's Girls Students and CBSE School's Girl's Students in Preparedness of Implementing Inclusive Education. This implies that the State Board School's Girl Students and CBSE School's Girl's Students do not differ in their Preparedness of Implementing Inclusive Education.

Thus null hypothesis No. 4 is accepted.

Table-5

Comparative results of the Preparedness of Implementing Inclusive Education of Boys students from schools affiliated to State Board and CBSE Board

Group	Strength	Mean	SD	CR value	'P' Value
State Board Schools Boy's Students	25	32.32	6.76	1.31	Not Significant
CBSE School's Boy's Students	25	34.44	6.85		

df = 78

Table value at 0.05 level of significant = 1.99

Table No.5 shows that the Preparedness of Implementing Inclusive Education mean score of State Board School's Boy's Students is 32.32 and CBSE School Boy's Students is 34.44, table shows that the computed mean difference is 2.12 and it is not significant because its 'CR' value is 1.31, which is less than the table value 1.99 at 0.05 levels on 78 df. This shows that the Preparedness of Implementing Inclusive Education of State Board School's Boys students are same as the CBSE School's Boys Students.

Inference-5

The result indicates that there is no significant difference found between State Board School's Boys Students and CBSE School's Boy's Students in Achievement Motivation. This implies that the State Board School's Boy's Students and CBSE School's Boy's Students do not differ in their Preparedness of Implementing Inclusive Education.

Thus null hypothesis No. 5 is accepted.

CONCLUSION: - Results indicate that the comparison of Preparedness of Implementing Inclusive Education of IXth Std. boys, girls Students studying in Schools affiliated to State and CBSE Board has no significant. Means there is no significance difference shown between Preparedness of Implementing Inclusive Education of both Board and between boys and girls.

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