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Research Paper Education

Awarness on Special Education for B.Ed Students

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ABSTRACT

Teachers play an important role in any education system he/she is an artist who moulds and shapes the physical, intellectual and moral powers of the children. The responsibility of the teacher working in special or integrated schools or normal schools is more when he/she is involved in dealing children with disabilities apart from normal children. Apart from the above in normal schools there are children with mild and moderate disabilities. These disabilities are unnoticed, unsaved and ignored. Education promotes all-round development of the child, which unites the sole, body and mind of on individual and helps in transmission of entire values education is increasingly being perceived as capable of modifying the economic scenario and transforming the dreams of millions of human being for a better high quality of life into a reality. Education of disable children has been concept and goals in common with the education of all children. The children with visual impairment, hearing impairment, mental retardation and orthopedically handicapped have feelings, emotions, drives and motives common to children in general.

KEYWORDS: specifics characteristics – potentialities - exceptional children - special education.

Introduction

Education of disable children has been concept and goals in common with the education of all children .The children with visual impairment, hearing impairment, mental retardation and orthopedically handicapped have feelings, emotions, drives and motives common to children in general. Along with those common characteristics there are some specifics characteristics or handicap conditions that warrant special services in their educational programmes. It is obligatory to provide special services for exceptional children either in the regular classroom or special classes within regular school and in special schools to strengthen abilities and grow according to their potentialities. Such special services or special education may vary depending upon the type of disability.

Needs of Special Education

It is true that the backward children and the talented children need specific facilities for their development. So educationists feel the importance of special education for them.

1. Special classes necessary for backward children because they require specific teaching methods and techniques.
2. Talented children face difficulties in adjusting themselves with average children because they belong to a higher I.Q. group. In general, it is found that the teaching expert moves at this speed which suits average children. Also the curriculum meant for the average child is too simple and gets monotonous for the gifted one .Here the talented children do not get any kind of stimulation and lose interest in their studies.
3. Special teaching facilities are required to meet the personal and social needs of exceptional children.
4. Experimental data reveal that social mal –adjustment is found to be rampant with bright children in regular schools.

However, exceptional children require special education which include there elements and these are as follows:

1. Trained professionals including teachers educationists, psychologists, physiotherapists, and are required.
2. Special curriculum is made for the children which suit the different areas of exceptionality such as medical retardation, giftedness, deafness, orthopedic handicap, cerebral palsy and social and emotional problems, and some facilities including special building features, study materials and equipment are also collected for this purpose.

Statement of the Problem

In this context the investigator attempts to study the awareness on special education of B.Ed students and the topic is "Awareness on special education among B.Ed students".

Background of the Problem

The present investigation aimed to assess the awareness, attitude and competencies of special and normal school B.Ed. Trainees dealing with disabilities. For this, the study developed rating scales to assess awareness on special education in B.Ed student. Similarly it aimed to develop check list to identified the feasibilities available in B.Ed Colleges

Objectives of the Study

1. To find out the level of awareness on special education among dear students in Salem district.
2. To find out the level of significant difference between boys and girls towards awareness of special education among B.Ed students at Salem district.
3. To find out the level of significant difference between women and co-education colleges towards awareness of special education among B.Ed students at Salem district.
4. To find out the level of significant difference between married and unmarried students towards awareness of special education among B.Ed students at Salem district.
5. To find out the level of significant difference between challenged persons from the samples families towards awareness of special education among B.Ed students at Salem district.
6. To find out the level of significant difference between rural and urban students towards awareness of special education among B.Ed students at Salem district.

Hypotheses of the Study

1. There is no significant difference between boys and girls towards awareness of special education among B.Ed students at Salem district.
2. There is no significant difference between women and co-education colleges towards awareness of special education among B.Ed students at Salem district.
3. There is no significant difference between married and unmarried students towards awareness of special education among B.Ed students at Salem district.
4. There is no significant difference between challenged persons from the samples families towards awareness of special education among B.Ed students at Salem district.
5. There is no significant difference between rural and urban students towards awareness of special education among B.Ed students at Salem district.

Scope of the Study

The topic is an investigation of the awareness on special education among B.Ed., students. Since this is the survey study .The investigator attempt to know the awareness on special education among B.Ed., students.

Delimitations of the Study

Broadly speaking, any study is impossible without limitation .Research studies is general will have delimitation due to many factors .This study too has some delimitations. It is the responsibility to the researches to see that the study is contacted with maximum care in ordered to be reliable. However, the following delimitations were unavoidable in the present study,

1. The present investigation is confined to the B.Ed., students in Sa-

lem district of Tamil Nadu.
2. The study is confined only to a sample of 200 B.Ed., student from 5 self finance colleges of education located in rural and urban area.
3. In this present study the investigator analyses about the awareness of the variable such as Gender, Type of college, marital status, Locality, Challenged persons from the samples families.

Methodology

Design of the Study

A research design however, is not a highly specific plan to be followed without direction. Rather, it is series of guideposts to keep right direction. Thus, research design is the process of planning a research, choosing methods and procedures that can be expected to yield meaningful and most interpretable results. The present study belongs to Normative Survey Research. In this, Demographic Variables like Gender, Type of college, Marital Status, Locality, Challenged person from the Samples families are used. The Tool use in the Study is Awareness on Special Education among B.Ed Students at Salem District, along with a Personal Data Sheet to know the background of the Students; Random Sampling technique was followed in this study. Data were collected from 200 Students in different locations of Salem District. The Statistical Techniques were used Mean, S.D and't' Test.

Scoring Key

The opinonnairre consists of 28 Positive Statements and 22 Negative Statements. The Negative questions were scored as 1/2/3/4 and positive questions were scored as 4/3/2/1. They are Strongly Agree, Agree, Disagree and Strongly Disagree. The total maximum scores for the Tools were 200 and the total minimum scores to the same are 50 respectively.

Statistical Measures Used in the Study

After scoring the filled in opinionnarrie, a Master Table was prepared by plotting the scores. Different Statistical Measures such as Mean, Standard Deviation and't' test to find out the Significant Relationship between Mean Average Scores were used in the present study for finding out the influence of the problems.

TABLE-1:Level of awareness on special education among B.Ed. students in Salem District

Categories	Sample No	Mean %
B.Ed. Students	200	78

From the above table-1 B.Ed. Students have the moderate awareness on special education.

TABLE-2: Significant difference between boys and girls towards awareness of special education among B.Ed students

S. No.	Variables	N	Mean	Standard deviation	't' Value	Significant Level of 0. 05
1	Male	61	77.75	2.2665	0.5930**	1. 97
2	Female	139	78.14	7.0414		

*-Significant **-No Significant

From the above table-2 it shows calculated 't' value is less than the tabulated 't' value at 0.05 level of significance. The null hypothesis is accepted. So there is no significant difference between boys and girls towards awareness of special education among B.Ed students.

TABLE-3: Significant difference between women and co-education colleges towards awareness of special education among B.Ed students

S. No.	Variables	N	Mean	Standard deviation	't' Value	Significant Level of 0. 05
1	Male	90	77.94	6.932	0.2479**	1. 97
2	Female	110	78.18	6.7732		

*-Significant **-No Significant

From the above table 3 shows calculated 'T' value is less than the tabulated't' value at 0.05 level of significance. The null hypothesis is accepted. So there is no significant different between women and co-education colleges towards awareness of special education among B.Ed students.

MAJOR FINDINGS OF THE STUDY

From the present study the investigator came the following finding:

1. There is no significance difference between boys and girls towards awareness on special education.
2. There is no significance difference between women's and co-education colleges B.Ed. students towards awareness on special education.
3. There is no significance difference between married and unmarried students towards awareness on special education.
4. There is no significant different between challenged persons from the samples families towards awareness on special education among B.Ed students.
5. There is significant different between rural and urban students towards awareness on special education among B.Ed students.

EDUCATION IMPLICATIONS OF THE STUDY

1. More measures are to the taken at rural and urban schools to create Special Education awareness.
2. More programmers related to Special Education awareness are to be conducted to the students.
3. The students may be trained to give some activist like quiz debit discussion, seminar, workshop etc., on Special Education awareness.
4. The teacher may be trained to teach their lesson linked with Special Education.
5. Government Should introduce and enrich awareness on Special Education programmers
6. The government has to modify the syllabus according the needs and mental level of students.

CONCLUSION

The present study made on awareness of Special Education among B.Ed students. The findings of the present study revel that the B.Ed students having awareness among Gender, Type of college, marital status, Locality, Challenged persons from the samples families, with respect to the questionnaire.

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