Construction and Validation of an Aptitude Test for Pre-service Teachers on Inclusive Education

H.S. Mistry*

Abstract

This paper describes the development and validation of a measure of pre-service teachers' teaching aptitude towards inclusive education of students with disabilities. Five factors, namely— knowledge about inclusive education, perceived ability to identify disabilities, attitude towards teaching children with disabilities, perceived ability to adapt inclusive teaching methods and skills to manage the inclusive classroom were tested. Fifty items were constructed under the listed five factors and the test was implemented on 552 pre-service teachers of Gujarat state. The test was found to be a reliable and valid tool for measuring pre-service teachers' teaching aptitude towards inclusive education.

सार

यह लेख दिव्यांग छात्रों के समावेशी शिक्षा के प्रति सेवापूर्व अध्यापकों के शिक्षण अभिक्षमता के एक माप के विकास और विधिमान्यकरण का वर्णन करता है। पांच कारकों, अर्थात समावेशी शिक्षा के बारे में ज्ञान, अशक्तताओं की पहचान करने की कथित योग्यता, दिव्यांग बच्चों को पढ़ाने के प्रति अभिवृत्ति, समावेशी शिक्षण विधियों को अनुकूलित करने की कथित योग्यता और समावेशी कक्षा के प्रबंधन के लिए कौशलों, का परीक्षण किया गया। सूचीबद्ध पांच कारकों के अंतर्गत 50 एकांशों का निर्माण किया गया था और परीक्षण को गुजरात राज्य के 552 सेवापूर्व शिक्षकों को दिया गया था। परीक्षण को सेवापूर्व अध्यापकों के समावेशी शिक्षा के प्रति शिक्षण अभिक्षमता को मापने के लिए एक विश्वसनीय और वैध उपकरण पाया गया।

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* *ICSSR Post-Doctoral Fellow*, Department of Education [CASE, IASE & IUCTE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara-390002 (e-mail: mistryhemendra2015@gmail.com)

Introduction

Inclusive Education has been started to break the isolation between special and general education, to bridge the gap between them and to mainstream Children with Disabilities (CwD) into general education to learn with their peers. But despite policies and provisions, inclusive education 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 CwD (Philips, 2007) and attention of teachers towards CwD in classroom (Nayak, 2008). These may be the reason for exclusive system of education and unreachable goal of Education for All.

Many academics in the field of inclusive education consider teacher education is essential for the implementation of inclusive education in the classroom (Ainscow, 2005; Booth et al, 2003; Sandhill and Singh, 2005). In recent time, the general teacher education diplomas and degree courses available nation wide do include an optional 'special education' paper to train and prepare teachers to identify and assess disability. However, it was not an integral part of the training and it does not train teachers to deal with the challenge, diversity and negative attitudes (Singhal, 2005). This resulted in distrust in both the special and mainstream education systems which led some parents to keep their CwD at home for the fear of their abuse or neglect in the classroom (Zulka, 2005). Since, the National Council of Teacher Education (a statutory body of Government of India) Regulation (2014), inclusive education is an integral part of the second year curriculum of the two-year B.Ed. course. Many surveys have found that teachers' attitude towards inclusion is not particularly positive (Ellins and Porter, 2005) and they expressed concern about their lack of preparation for inclusion and for teaching all learners (Forlin, 2001). Thus, there is a need to make changes in the selection of teachers who can be helpful for the inclusive education programme. The persons with high inclusive education teaching aptitude should be spotted out through proper testing and advised to join inclusive school after providing the training. Thus, admitting candidates with aptitude for inclusion can benefit in making the inclusive education successful.

Human working efficiency is not easily measured as it varies across 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 she or he has capacity to acquire proficiency in teaching under appropriate conditions and will succeed in teaching. Many factors are involved with teaching aptitude like knowledge, communication skills, academic achievement and personality traits (Kaur, 2007).

When we say a person possesses an aptitude for teaching in an inclusive set-up, it is assumed that she or 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. 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 the traits possessed.

Thus, estimating the aptitude for teaching in inclusive setting requires assessing it through a proper test. By constructing the present inclusive education teaching aptitude test, an attempt is made to satisfy a felt need of such test. Unlike other tests constructed so far meant for general teaching aptitude, the aptitude test for pre-service teachers on inclusive education is specifically prepared to measure aptitude for teaching in inclusive education and termed as Inclusive Education Teaching Aptitude Test (IETAT).

Existing Teaching Aptitude Instruments in India

The number of published instruments to measure teaching aptitude is less and all of them are meant for measuring general teaching aptitude. In 1961, Shah developed aptitude test for secondary school teachers. This test has five dimensions, attitude towards children, mental ability, interest in profession, adaptability and professional information. The reliability and validity of the test was estimated to be 0.80 and 0.533, respectively. Based on the line of Shah's test, Singh and Sharma (1998) developed another teaching aptitude test battery with the same five dimensions. The test consisting 120 items and was standardised on 1,090 pupil teachers of primary teachers' training institutions. The test constructed by the Pandey (1970) measures professional knowledge, vocabulary, inferential, reasoning, number series, numerical reasoning, logical, general information and reading comprehension and was tested on

1,190 secondary school teacher trainees. Teaching aptitude test by Prakash and Srivastava (1973) has 10 sub-sets viz. cooperative attitude, kindliness, patience, wide interest, fairness, moral character, discipline, optimism, scholarly taste, and enthusiasm. The test provides 150 Likert type items for secondary pre-service teachers to respond on a five point scale. The reliability of the test was found 0.891 (split-half method) and 0.91 (Guttman and Spearman-Brown Prophecy formula) and quite satisfactory validity (0.5).

The teaching aptitude test battery by Karim and Dixit (1986) aims to measure teaching aptitude of high school teachers in eight areas — cooperative nature, consideration, wide interest and scholarly taste, fair mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality. The test provides 80 items and the respondents need to respond on a 3 point scale. The reliability of the test was estimated by applying split-half method (0.85) and Guttman and Spearman Brown's prophesy formula (0.91). Gakhar and Rajnish in 2004 developed teaching aptitude test which has shown good validity (0.68), internal consistency and test-retest reliability (0.74). This four point Likert type instrument measures six dimensions of teaching aptitude, namely— teaching profession, interest towards students, social contexts, innovations regarding activate standard, professional ethics and teaching potentialities. Based on the test result, the teachers can be classified as right, good and dedicated teachers.

The teaching aptitude instruments developed so far are meant for measuring general teaching aptitude only. So, a test to particularly measure teaching aptitude towards inclusive education is required.

Method

Construct of IETAT

Based on the review of the standardised general teaching aptitude tests developed in past and available materials on teaching in inclusive classroom, a list of traits to be covered under IETAT was prepared. For arriving at a convenient and workable list of traits that might be regarded as proofs of possessing the teaching aptitude for inclusive education by a pre-service teacher, a rating scale was prepared. The prepared list was sent to 16 subject experts (SEs) in

the field of teacher education, inclusive education and psychology of education for their rating on the importance of traits for being a teacher in inclusive school. The experts were requested to rate the traits on five-point scale and also suggest trait(s) that can be included under the IETAT. Some of the inter-related and similar traits were merged and the following five factors were identified.

1. Knowledge about Inclusive Education
2. Perceived Ability to Identify Disabilities
3. Attitude towards Teaching CwD
4. Perceived Ability to Adapt Inclusive Teaching Methods
5. Skills to Manage Inclusive Classroom

Participants

Data from 552 pre-service teachers of first year B.Ed. course from the 13 Teacher Education Institutions of the Gujarat state, India, were collected and used to standardise the IETAT. Most of the participant pre-service teachers were females (n=480) and younger falling the age group of 21 to 25 years (n=500). More than half of the respondents were from urban area (n=302) with postgraduate qualification (n=278) and from arts (n=298) field. A vast majority of the pre-service teachers neither had any previous contact with the persons with disabilities (n=522) nor had any previous teaching experience (n=464).

IETAT Development

Item Writing

The objective type (stem followed by four alternatives) items were written related to above mentioned five factors. Equal numbers of items (10 items) were framed under each factor comprising a total of 50 items with difficulty values between 93.4 and 13.4 and validity indices ranges between 0.26 and 0.82.

Scoring

The pre-service teachers were required to encircle to the alternative selected as correct. One mark was assigned to every correct answer and no mark assigned to the wrong answer (maximum score ranging between 0–50). The highest score obtained in the test was '35' while the lowest score was '7'. Thus, the IETAT yields seven separate score ranges viz. above 35 (very high), 30–34 (high),

25–29 (above average), 20–24 (average), 15–19 (below average), 10–14 (poor) and below 10 (very poor).

Item Analysis

Item analysis was done using the content validity method suggested by Lawshe (1975). Content Validity Ratio (CVR) for each item was calculated. Items with high CVR were included in the test. Also, items with internal consistency index were found out and all the items were re-arranged as per their difficulty value (D).

Results

Items with high CVR ranging from 0.25 to 1 and those items with internal consistency index (r) 0.20 or more were selected in the final version of the test. Item wise CVR, difficulty value and internal consistency index (r) of final IETAT are given in Table 1. The range of the difficulty values of the items selected was between 93.4 and 13.4. Items in each section were re-arranged as per their difficulty value (D) so that the easiest items were on the top and hardest items at the bottom. The final test consists of 50 items (Annexure-1).

Validity

The items were included in the test on the basis of CVR and internal consistency index so the test has content and construct validity in relation to the teaching aptitude towards inclusive education. Criterion related validity of the test was found out by correlating the scores of IETAT with the examination scores of the pre-service teachers in the subject of Creating Inclusive School in a sample of 110 pre-service teachers. The validity coefficient was found to be 0.52.

Table 1

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

Section	Item No.	CVR	D	r
Section I	1	0.88	86.7	0.51
(Knowledge about inclusive education)	2	0.25	73.4	0.34
	3	0.5	73.4	0.70
	4	0.38	68.4	0.42
	5	0.63	61.7	0.26
	6	0.5	56.9	0.53

	7	0.63	46.7	0.29
	8	0.75	33.4	0.61
	9	0.25	33.4	0.61
	10	0.75	20	0.42
Section II (Perceived ability to identify disabilities)	11	0.88	61.7	0.28
	12	0.25	61.7	0.25
	13	0.38	60	0.54
	14	0.75	53.4	0.62
	15	0.5	46.7	0.53
	16	0.75	46.7	0.53
	17	0.88	40	0.40
	18	1	20	0.42
	19	0.63	20	0.42
	20	0.25	13.3	0.29
Section III (Attitude towards teaching children with the special needs)	21	0.88	86.7	0.50
	22	0.75	86.7	0.54
	23	0.5	73.4	0.32
	24	0.5	60	0.82
	25	0.75	40	0.38
	26	0.88	40	0.71
	27	1	40	0.38
	28	0.63	13.4	0.29
	29	0.88	13.4	0.29
	30	0.5	13.4	0.29
Section IV (Perceived ability to adapt inclusive teaching methods)	31	0.88	73.4	0.32
	32	1	60	0.80
	33	0.63	53.3	0.41
	34	0.5	53.4	0.60
	35	1	40	0.38
	36	0.63	33.4	0.33
	37	0.75	26.7	0.51
	38	0.38	26.7	0.51
	39	0.63	20	0.42
	40	0.63	13.4	0.29

Section V	41	0.5	93.4	0.38
(Skills to manage the inclusive classroom)	42	1	73.4	0.31
	43	0.38	66.7	0.45
	44	0.88	60	0.29
	45	0.25	40	0.69
	46	0.88	33.4	0.29
	47	0.25	33.3	0.29
	48	0.63	20	0.42
	49	0.63	20	0.42
	50	0.5	13.4	0.29

Reliability

The reliability of the test was established by the application of 'split-half' method (0.97), K-R formula (0.65) and Hoyt's method (0.62). Thus, the reliability of the IETAT can be fixed at 0.75. Index of validity and index of reliability indicate that the IETAT has validity and reliability for measuring the pre-service teachers' teaching aptitude towards inclusive education.

Table 2

Mean, Median, Mode and SD of the Scores in IETAT

N	Mean	Median	Mode	SD
552	20.57	20.55	20.51	5.45

Table 2 shows that there is not much difference between the mean, median and mode. Hence, the distribution is normal and the selected sample is representative of the population.

Conclusion

The present research was conducted to develop and validate a test to measure pre-service teachers' teaching aptitude towards inclusive education. The result from item analysis and estimation of validity and reliability indicates that the present IETAT is capable to measure pre-service teachers' teaching aptitude towards inclusive education. The description of the scores obtained by the pre-service teachers is normal and it suggests that a majority of the pre-service teachers coming under the average group do possess

some kind of aptitude for teaching in an inclusive setting. The test may also helpful to stakeholders involved in admission at pre-service teacher training courses in general teacher education.

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Aptitude Test for Pre-service Teachers on the Inclusive Education

Dear Friend,

This Inclusive Education Teaching Aptitude Test (IETAT) is constructed for measuring your teaching aptitude for inclusive education. Fifty 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 ◯ in the given separate answer sheet.

For example, suppose your answer is 'a' then encircle on the 'a' option, i.e., (a)

Please read these instructions carefully before giving answers.

Instructions

- Provide all the general information about your age, gender, stream, level of education, teaching experience by encircling 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 Disabilities (CwD, 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 or 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.

You are assured that all the information provided by you will be kept strictly confidential and used for the research purpose only.

Thanking you,

Dr. H. S. Mistry

Abbreviations Used

- CwD   Children with Disabilities
- EMR   Educable Mentally Retarded
- CwOI   Children with Orthopaedic Impairment
- CwVI   Children with Visual Impairment
- CwHI   Children with Hearing Impairment
- CwMR   Children with Mental Retardation
- CwD   Children with Disabilities

General Information
Name of the College/Institute: _____
Name of the University: _____
Age: a. 21 to 25 years   b. 26 to 30 years c. More than 30 years
Gender: a. Male   b. Female   c. Third Gender
Habitat: a. Urban   b. Rural
Caste Category a. General b. Other Backward Class (OBC) c. Scheduled Castes (SC) d. Scheduled Tribes (ST)
Stream: a. Arts   b. Science   c. Commerce   d. Other (please specify) ....

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 _____

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	

Experience in Teaching Children with Disabilities (CwD): a. Yes b. No

- If yes, type of disability
  a. Hearing impairment
  b. Mental retardation
  c. Orthopaedic impairment
  d. Visual impairment
  e. Other (mention) _____

Item No.	Section I Knowledge about Inclusive Education
1.	In inclusive education, teacher needs to recognise students'
	a. individual differences b. physical differences c. mental differences d. age differences
2.	As an inclusive school teacher, you need to have strong skill in conducting
	a. action research b. historical research c. correlation research d. descriptive research
3.	As a new teacher in inclusive school, you will not
	a. participate in academic forums on inclusive education b. work collaboratively with other teachers c. participate with experienced teachers d. criticise other teachers work
4.	Inclusive education programme does not focus
	a. inclusion of all types of children in school b. providing adequate infrastructure facilities to CwD c. accommodation of CwD into a general school setting d. the restructuring of schools to accept and provide for the needs of CwD
5.	The ultimate goal of inclusive education is to teach
	a. all students together b. minority students

	c. slow learners
	d. CwD
6.	Inclusive education does not mean
	a. including all CwD in the special schools
	b. determining the placement of CwD in general classroom
	c. creating an environment that supports and include all types learners
	d. providing the home based education to all CwD
7.	Enrolling CwD in general schools can
	a. affect the quality of education
	b. lead to less enrolment of other students
	c. affect the performance of other students
	d. realise their potentials as other students
8.	Inclusive education involves
	a. grouping the CwD with their disabled counterparts
	b. providing the home based education to all CwD
	c. keeping the CwD in segregated classrooms
	d. keeping the CwD in general classrooms
9.	Learning in inclusive classroom should not be
	a. active
	b. passive
	c. in group
	d. participatory
10.	As an inclusive classroom teacher, which opportunity will you prefer most to give to parents of CwD?
	a. To collaborate in decision making about the placement, information and services of their child.
	b. To share the information about the achievement of their child.
	c. To take care in completing the home assignments of their child.
	d. To participate in the school functions.
Item No.	**Section II**
	Item No. Perceived Ability to Identify Disabilities
11.	Observe the given figures carefully.
	I II III IV

	Select the correct alternative that depicts the types of disability. a. I—Blindness, II—Deafness, III—Orthopaedic handicap, IV—Mental retardation b. I—Deafness, II—Orthopaedic handicap, III—Mental retardation, IV—Blindness c. I—Mental retardation, II—Blindness, III—Deafness, IV—Orthopaedic handicap d. I—Orthopaedic handicap, II—Mental retardation, III—Deafness, IV— Blindness
12.	The teachers will not show remarkable readiness to enroll and teach the CwD unless they are a. highly qualified b. aware of disabilities c. kind and sympathetic d. interested in social service
13.	Which among the following is not the feature of Rights of Person with Disabilities Act (2016)? a. Mental Health of the CwD b. Full participation of the CwD c. Equal opportunity to the CwD d. Protection of rights of the CwD
14.	Which among the following represents the functional relationship of the terms? a. Impairment → Disability → Handicap b. Handicap → Disability → Impairment c. Disability → Impairment → Handicap d. Impairment → Handicap → Disability
15.	One of your students who cannot see properly because of faulty image formation is an example of a. impairment b. retardation c. disability d. handicap
16.	Mental retardation is not a a. disease b. disability c. condition d. impairment

17.	IQ range of the Educable Mentally Retarded (EMR) is a. 1–19 b. 20–39 c. 40–54 d. 55–70
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? a. Moderate hearing loss b. Profound hearing loss c. Severe hearing loss d. Mild hearing loss
19.	Children with Orthopaedic Impairment (CwOI) should not be over protected in class because a. it may develop the habit of demanding extra attention b. it may develop the habit of demanding extra materials c. it may develop the habit of demanding more learning d. it may develop the habit of demanding leave
20.	Match the column A with column B.

	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

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

Item No.	Section III
	Attitude towards the Teaching Children with Special Needs
21.	Quality of life of CwD in their adulthood cannot be improved unless they are provided educational support at the stage of
	a. higher education
	b. primary schooling
	c. secondary schooling
	d. higher secondary schooling
22.	Suppose a visually impaired student studying in Class VII is residing in your neighbouring area. And parents request you to teach her after your college hours. What will be your response?
	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
23.	After your training at the B.Ed. level, you get a job in an inclusive school where CwD are enrolled. You will
	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 CwD
	c. not join job and will start private coaching
	d. search job in other schools
24.	Which among the following categories of students will you prefer to teach in your classroom?
	a. Gifted
	b. CwD
	c. All students including CwD
	d. Socially and economically weak
25.	Respect and support to CwD cannot be best taught to non-disabled students of classroom unless teacher
	a. tells stories on disability
	b. orders normal students
	c. show videos on disability
	d. models the same
26.	Given an opportunity to teach in inclusive class, you will not remain much focused on students'
	a. understanding
	b. weaknesses
	c. strength
	d. interest

27.	Excellent educational infrastructure, articulated educational policy, well resourced programme and effective inclusion must not take place without
	a. meaningful instruction delivery by the teachers
	b. good administration of school principal
	c. cooperation of community members
	d. expertise of supporting staff
28.	According to you, which factor is not contributing to the achievement of CwD in inclusive school?
	a. Class size
	b. Quality of teacher
	c. Class background
	d. Supporting services
29.	Engaging CwD in co-curricular activities is most important because
	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.
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
	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.
Item No.	**Section IV** **Perceived Ability to Adapt Inclusive Teaching Methods**
31.	For successful application of assistive technologies for the CwD, which among the following parameter will you not take care?
	a. Knowledge of CwD about technology
	b. Types of technological innovations available
	c. Ways that empower the CwD for mainstream life
	d. Potential of CwD for the better use of that technology
32.	Suppose you have 30 children alongwith 3 CwDs (1CwVI, 1CwOI and 1CwHI) in your classroom and you are assigning a task by dividing the entire class into three 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?

	a. A (7 Non-disabled children + 3 CwD), B (10 Non-disabled children), C (10 Non-disabled children) b. A (10 Non-disabled children), B (8 Non-disabled children + 1 CwD (CwOI), C (9 Non-disabled children + 2 CwD (CwVI&CwHI) c. A (10 Non-disabled children), B (8 Non-disabled children + 2 CwD (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)
33.	The plus curriculum is generally recommended for children with a. blindness b. mental retardation c. hearing impairment d. orthopaedically handicap
34.	Total communication method could be best suitable in teaching students with a. mental retardation b. visual impairment c. hearing impairment d. orthopaedic impairment
35.	Which among the following, will you not consider for adjusting curriculum to suit theCwD? a. Interest towards learning b. Learning aptitude c. Learning needs d. Ability to learn
36.	In inclusive education, individualised instruction does not mean a. individual instructions as and when required for teaching-learning b. individual teaching to CwD as per their learning need c. permitting child to pursue a preferred mode of learning d. teaching by individual teacher
37.	Which among the following aspects you will not consider for evaluating success of CwD in inclusive education? a. Academic achievement b. Attitude towards learning c. Interaction with teachers and peers d. Inability to participate in some co-curricular activities
38.	For teaching a blind or a low vision student in inclusive classroom, there must be no change in

	a. Content of lesson
	b. Curricular activities
	c. Instructional method
	d. Strategies of teaching
39.	For learning to meet the diverse needs of all students, which among the following design will you use?
	a. Programmed design of learning
	b. Universal design of learning
	c. National design of learning
	d. State design of learning
40.	Which among the following, will you not consider for adjusting curriculum to suit the CwD?
	a. Interest towards learning
	b. Learning aptitude
	c. Learning needs
	d. Ability to learn
Item No.	**Section V** **Skills to Manage Inclusive Classroom**
41.	You as a teacher will not attach label 'disabled' to the Children with Disability (CwD) because labelling has adverse effects on their
	a. social aspect
	b. language aspect
	c. economical aspect
	d. philosophical aspect
42.	Why does a teacher require adequate training in classroom management practices for inclusive education?
	a. To meet the requirements of inclusive practices for students with special needs.
	b. To manage and administer the behaviour of CwD.
	c. To discipline the CwD.
	d. To handle the CwD.
43.	Arrange the following categories in order that teacher must have for professional development in inclusive education.
	I Basic knowledge of the characteristics of CwD and understanding of their role and responsibility in the inclusive education process.
	II Understanding how to differentiate instructions to meet the needs of CwD.
	III Effective classroom management strategies to promote academic engagement and pro-social behaviour while minimising disruptions to the learning environment.

	IV Learning strategies to communicate and collaborate effectively with resource teachers or special educators. a. I, II, III, IV b. IV, III, II, I c. III, II, IV, I d. II, III, I, IV
44.	Suppose you are working as a full time teacher in general school and two CwD are enrolled in your class. You will provide the work in small group because A. all students including CwD can be more active B. all students including CwD can be more involved C. all students including CwD can form their group D. all students including CwD can be supportive to each other a. A, B and C b. A, B and D c. A and B only d. B and D only
45.	For effective classroom management in inclusive education, a teacher does not require proficiency in the analysis of students' a. outcomes b. behaviour c. performance d. mental condition
46.	As an inclusive school teacher, which among the following strategies will you use to promote friendship among your students? 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
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? a. Need of curriculum Modifications b. Lack of infrastructural Facilities c. Lack of playing Equipments d. Lack of educational Materials
48.	Which among the following will not be helpful to an inclusive school teacher for identifying and assessing the CwD?

	a. Observing them in various settings
	b. Administering paper-pencil tests
	c. Administering psychological tests
	d. Examining school records
49.	Which of the following types of seating arrangement will you use for the CwD in your classroom so that each one of them can be easily observed by you?
	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?
	a. Interaction with CwD
	b. Teaching PLUS curriculum
	c. Managing behaviour of CwD
	d. Creating learning environment