



A review of the different problems in B.Ed. special education

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Abstract

Special education aims to provide accommodated education for disabled students such as learning disabilities, learning difficulties such as dyslexia, communication disorders, emotional and behavioral disorders, physical disabilities such as osteogenesis imperfecta, cerebral palsy, lissencephaly, and muscular dystrophy, developmental disabilities such as autism spectrum disorder and intellectual disabilities and other disabilities. Disabled students are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, a resource room, or a separate classroom. Under special education, education is given to educate those children who are somewhat different from normal children in physical, mental, and social areas. The education needs of these children are also somewhat different from those of normal children. Special education is specially designed educational instruction that provides teaching and learning facilities to children with special needs through educational activities, special curricula, and specially trained teachers. In this research paper, an attempt has been made to provide skillful education among students-teachers of special education, to provide proficiency for teaching children with special needs, and to shed light on the problems faced during the course and related facts. This research study's nature was the survey method. In this study, B.Ed. students of special education from Uttarakhand Open University, Halwani, Nainital (Uttarakhand) used the purposeful sampling method to select a sample of 76 student-teachers in special education were included, and the questions related to various problems faced during the course. In this research study, it was found that most of the problems faced by the student-teachers come from the absence of an ideal school for practice teaching. Also, there is a problem with the lack of a diagnostic setup. The non-availability of special education schools and the absence of separate institutions for children belonging to different categories of special needs also create problems.

Keywords: internship, practice teaching, skills, special education, and special needs.

Introduction

Special education, also called special needs education, is the education of children who differ socially, mentally, or physically from the average to such an extent that they require modifications of usual school practices. Education is the only and most effective means of achieving social justice and equality. Equal and inclusive education is not only an essential goal in itself but also an essential step for building an egalitarian and inclusive society in which every citizen has the opportunity to cherish dreams, develop, and contribute to the national interest. Inclusive education pursues such goals so that the circumstances of birth or background do not hinder the opportunities of any child in the country to learn and grow. In education, it should be emphasized that bridging social grade gaps in access, participation, and learning outcomes in school education should be the main goal of all education sector development programs. Enabling mechanisms have to be developed in the educational sector to provide equal opportunities to children with special needs (CWSN) and differently-abled children to receive a quality education at the same level as any other child. Children with disabilities have to be enabled to participate in the educational process from the elementary level up to the college level.

The Rights of Persons with Disabilities Act (2016) ^[9] defines inclusive education as a system in which all children with general and special needs learn together, and the teaching and learning system is adapted to meet all the general or special needs of each child. To meet the needs, it will also be necessary to appoint trained teachers who are familiar with the needs of disabled children in schools and on school grounds, as well as

children with severe or multiple special needs a resource center should be set up. The school or school premises will have to work appropriately to suit the different categories of children with special needs so that an appropriate system can be developed to ensure that each child is supported according to their needs and that their full participation and inclusion in the classroom can be ensured. Children with special needs should be provided with some assistive devices, appropriate technology-based equipment, and language-appropriate teaching materials such as large print and braille textbooks accessible in large print and braille formats for easy interaction with teachers and other classmates in the classroom. As per the RPWD Act 2016 ^[9], children with basic disabilities will have the option of regular or special schooling. The resource centers set up through special educators will assist in the rehabilitation and education needs of children with severe or multiple special needs, as well as their parents, in providing quality education at home and developing skills. will also help an option will be available in the form of home-based education for children with severe and profound disabilities unable to attend schools. Awareness and knowledge of how to teach children with specific disabilities (such as learning disabilities) should be an essential part of all teacher training, as should developing gender sensitivity and awareness of underrepresented groups, thereby enabling their participation.

Better education is very necessary for everyone to move ahead and achieve success in life. Along with developing self-

confidence in children, it also helps build their personality. School education plays a great role in everyone's life. The entire education system is divided into three parts, namely primary education, secondary education, and higher secondary education. All levels of education have their own special importance and place. We all want to see our children go towards success, which is possible only through a good and proper education. Education is a very important tool for everyone to achieve success in life and do something different. It helps us face challenges in difficult times of life. The knowledge gained during the whole learning process makes all of us and each and every individual self-reliant in our lives. It opens various doors for opportunities to achieve better prospects in life, thereby promoting career growth. Many awareness campaigns are being run by the government to promote the importance of education in rural areas. It brings a sense of equality to all the individuals in society and also promotes the development and growth of the country. The importance of education has increased a lot in modern society. The uses of education are many, but it needs to be given a new direction. Education should be such that a person can become familiar with his environment. Education is a very essential tool for the bright future of all human beings. We can achieve anything good in our lives by using this tool of education. A high level of education helps people to build social and family respect and a distinct identity. The period of education is a very important time for everyone, both socially and personally. This is the reason why education holds such importance in our lives. Education is very important in the modern technological world. Many methods are being adopted to increase the level of education. In the present time, the whole system of education has changed. The emergence of special education took place a long time ago, but with the passage of time, many changes have taken place in it. Inclusive education was started to make primary education compulsory for all children because it was not possible to achieve this goal except for children with special needs.

In June 1994, a world conference on special needs education, held in Salamanca, Spain, also emphasized that education should be the right of all children and that all countries should give more priority to making the education system inclusive. To make the inclusion successful, various models were created for its needs, in which the students could be educated on the basis of their needs and the available resources of the school. The role of the teacher is very important for inclusion. The teacher performs his role as an active inclusion. The teacher fulfils the communication needs of the hearing-impaired students by understanding the linguistic and sign communication components used by them. makes the content accessible to the students by customizing the curriculum as per the requirements of the students and monitoring the necessary hearing aids for the students. In the teacher education curriculum of special education, unless appropriate training is provided to student teachers in understanding the individual differences, needs, learning levels, social attitudes, physical barriers, and language and communication of children with different needs and special needs. It will not be possible to

increase the quality of education for children with the type of training that will be provided to student-teachers of special education and they will be trained as professionals with proficiency in teaching, in general, will be such that they can solve educational problems for children with special needs and assist them in the field of education. can be successful in moving forward.

To make any teaching-learning system effective, the role of the teacher is paramount. The role of teachers and other specialists in special education is also considered important because, in the process of inclusion, there is a system of a general class teacher and a special teacher to meet special needs. The success and effectiveness of inclusive education depend on the mutual cooperation of the class teacher, special educator, and other experts and their mutual support. On one hand, the class teacher is responsible for the curriculum instruction of visually impaired children, while on the other hand, the role of special education is related to the special needs-based training of visually impaired children. Training based on the special needs of visually impaired children includes braille teaching, absenteeism, sensory training, daily activity training, etc.

Emphasizing the quality of teacher education in the National Policy on Education (2020), it has been clarified that the role of teacher education is important in creating a team of teachers who shape the next generation. Teacher training is a process that requires a multidisciplinary approach and knowledge, as well as the formation of beliefs and values under the guidance of excellent instructors, as well as their proper practice. Students studying in teacher-training in special education courses are pupil teachers who are completely new in this field and are associated with the background of various subjects like science, humanities, commerce, and other subjects. Those who have to study new subjects like education philosophy, education psychology, education technology, education management, history of education, gender inequality, etc. in this course. All these subjects are an integral part of teacher training, whose knowledge a teacher must have. In the absence of knowledge of these subjects, the teaching-learning process cannot be completed. In fact, a teacher training program is a challenging task. Through this training, pupil-teachers get an opportunity to learn the nuances of teaching and he is successful in achieving efficiency in teaching. Qualities like academic-social discipline, dedication, conscientiousness, utilization of time, and practicality are developed in him. To make knowledge interesting and comprehensible, it is necessary that children's education should be concerned with their maximum senses because sense organs are the gateways of knowledge.

Objectives

The following were the objectives of this research study.

1. Study the most problems faced by student-teachers throughout the course.
2. Study the most problems related to the subject matter.
3. Study the most problems during the internship.
4. Study the most problems in using teaching skills during the practice-teaching

Method

The nature of this research study was the survey method.

Sample

As a sample, during the session, 2020–21 at the Uttarakhand Open University, Haldwani Nainital (Uttarakhand) 76 student-teachers of special education were included. It was selected through a purposeful sampling method.

Tools

A self-made internship information sheet was used for this research study. The tool contained questions related to the use of five teaching skills and the problems that may arise during their use. Also, points like which problems were more frequently faced during the internship and which got more support were included. The tools included the problem of skills in lesson plan formulation, the use of skills during teaching, problems in classroom discipline, problems arising throughout the course, and other facilities acquired during the internship period.

Data collection

The data was compiled by administering self-made practice teaching information sheets on 76 pupil-teachers studying 2020-21 in the department of special education of Uttarakhand Open University Haldwani Nainital (Uttarakhand)

Analysis and interpretation

Objective 1

Table -1 presents an analysis of the data obtained from the study of the most common problems encountered by B.Ed. special education student-teachers throughout the course. Based on the data given in Table No. 1, it is clear that, faces the problem of a shortage of trained teachers in B.Ed special education, 42.39 percent of student-teachers faced the most problems, while the least, 7.57 percent, faced the most problems due to the short duration of the workshop. Similarly, In B.Ed. special education, 12.70 percent of student teachers due to non-coherence of curriculum, 19.15 percent of student-teachers due to lack of resources, 10.61 percent of student teachers in identifying children with special needs, and the problem of longer duration of the course 7.58 percent of student-teachers faced the most problems. The lack of trained teachers in special education definitely creates problems for developing teaching skills among student-teachers and getting quality education in B.Ed. special education. Unless an adequate number of trained teachers are available in special education, the student-teachers of special education will face problems in knowing the needs of children with special needs and in understanding their individual differences so that they can carry out the teaching-learning process smoothly and may not be able to complete it.

Table 1: Most problems faced by student-teachers throughout the course

S. N.	Most problems faced by student-teachers throughout the course	Percentage
1	Course with a longer duration	7.58
2	Non-conformity with the curriculum	12.70
3	Identifying children with special needs	10.61
4	Shortage of resources	19.15
5	Shortage of trained teachers in special education	42.39
6	Short workshop duration	7.57
	Total	100.0

Objective 2

The analysis of the data obtained from the study of most problems related to the subject matter of the students-teachers of special education is given in table number 3. According to the data in the table, 46.36% of student-teachers had the most difficulty due to a lack of different text items for children with various special needs, and at least 3.03 percent of student-teachers had the most difficulty the problem came from the excessive curriculum. Similarly, 15.24 percent of the student-teachers had to face the maximum problem due to the problem of assistance in getting employment. 18.70 percent of student-teachers faced the most problematic situations due to a lack of co-curricular activities related to special needs children in the curriculum, and 16.67 percent of student-teachers faced the most problematic situations due to a lack of subject experts.

The lack of different curricula for different categories of special needs children makes it difficult for student-teachers to successfully complete the curriculum because children with special needs have varying disabilities and learning abilities. They are different, and they require different subject matter to

learn. Based on the physical disabilities of the children, special education student-teachers will need to make them proficient in the teaching-learning process on the basis of different content.

Table 2: Most problems related to the subject matter

S. N.	Most problems are related to the subject matter	Percentage
1	Excessive course	3.03
2	Lack of co-curricular activities related to special needs in the curriculum	18.70
3	Shortage of subject experts	16.67
4	Helpful in getting employment	15.24
5	Absence of separate text material for children belonging to different categories of special needs	46.36
	Total	100

Objective 3

Table No. 3 contains an analysis of the data obtained from the study of the most common problems faced by student-teachers during their internship as student-teachers of special education.

On observing the data presented in the table, it is clear that during the entire internship, 52.48 percent of student-teachers faced maximum problems due to the absence of a diagnostic setup, and the lowest 6.06 percent of student-teachers faced maximum problems from the school environment. Similarly, in explaining the teaching-learning process to the children, 18.24 percent of the student-teachers had to face the most difficulty. 13.64 percent of student-teachers had the most trouble understanding the individual differences of children, and 9.58 percent of student-teachers had problems with the repetition of learning.

Student teachers of special education face difficulties in carrying out teaching tasks and using different teaching skills during internships due to a lack of diagnostic steps in the school. Different types of problems can be diagnosed and integrated into the teaching-learning process. It is a challenging task to identify and meaningfully address the individual problems of each child with different types of physical disabilities. If found, then he will not show interest in teaching work, nor can his learning ability develop.

Table 3: Most problems during the internship

S.N.	Most problems during the internship	Percentage
1	In explaining the teaching-learning process to the children	18.24
2	Repetition of learning	9.58
3	From the school environment	6.06
4	Understanding individual differences	13.64
5	Lack of diagnostic setup	52.48
	Total	100

Objective 4

Table No. 4 presents an analysis of the data obtained from the study of the most common problems in the use of skills during practice teaching to students-teachers of special education. On observing the data presented in the table, it is clear that during practice teaching, a maximum of 56.67 percent of student-teachers faced most problems with introduction presentation, and the lowest 3.03 percent of student-teachers faced maximum problems with blackboard work. Similarly, 14.15 percent of student teachers had to face the maximum problem in extracting the topic, 11.12 percent of student teachers in explanation, 7.51 percent of student teachers in class management, and 6.52 percent of student teachers in asking questions. Presenting an introduction is definitely a challenging task for student-teachers because practice is the first step in teaching. The main reason for the problem in the presentation can be not having enough knowledge of the subject, not being able to formulate the questions properly, lack of practice, lack of confidence, and also not being able to string the questions properly.

Table 4: Most problems in using teaching skills during practice teaching

S.N.	Most problems in using teaching skills during practice-teaching	Percentage
1	Introduction Presentation	56.67
2	In extracting topic	14.15
3	In explanation	11.12
4	In blackboard work	3.03
5	In asking questions.	6.52
6	In class management	8.51
	Total	100

Conclusion

The results of the research study show that the student-teachers in B.Ed. Special education has the most problems during the entire course and internship, which comes from the lack of trained teachers in special education. Additionally, the lack of different text items for children with various categories of special needs causes issues for student-teachers. The research study discovered that student teachers face difficulties in the absence of a diagnostic setup during internships as well as in the introduction presentation during practice teaching. The main reasons for these problems are the lack of adequate and qualified trained teachers in the institutions of special education, a lack of proper provision of different curricula for children with special needs, a lack of systematic training in the institutions, and not enough time in schools for student teachers to practice teaching. being able to meet because these student-teachers are dependent on outside schools for internships. These schools are not able to give them enough time for training because they also have to complete the educational process of their students in the stipulated time.

Educational implications

It is clear from this research study that the student-teachers of B.Ed. special education are given. The lack of trained teachers in special education, a lack of a separate curriculum for children belonging to different categories of special needs, and a lack of diagnostic setup and introduction to a presentation during practice teaching were the biggest problems. All teacher-training institutions of special education will have to seriously think about the curriculum, content, internship, and practice teaching of special education because only successful practice teaching can make a good and qualified teacher. This can be done, and confidence can be inculcated in him toward teaching. The role of the teacher is that of a nation-builder. The better training is provided to him in the role of student-teacher, the more he will be able to discharge his role with full dedication as an efficient and ideal teacher.

Suggestions

Problems in teaching practice among student-teachers of B.Ed.

special education is not always due to personal reasons, some social and economic reasons are also responsible for them. We should try to go in a positive direction by assessing the actual situation of that profession.

1. By appointing qualified and trained teachers in their institutions to teacher-training institutions working in teacher education of special education, the problems faced by student teachers in practice teaching can be overcome.
2. It would be expedient for teacher training institutions of special education to try to overcome their problems by making systematic and full-time arrangements for practice teaching for student teachers.
3. The importance of training in training programs in all teacher-training institutions and schools should be explained, and a proper place should be given to training in the curriculum.
4. By developing teaching skills through adequate practice in student teachers of special education, it should be ensured that student teachers have full confidence in their teaching work, only then should they be sent for practice teaching.
5. The causes of the decline in teacher education in special education should be identified and eliminated.
6. During practice teaching, the facility of modern technology should be developed for student teachers so that the art of making training effective and interesting can be developed in student teachers.

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