



## **A comparative study of the special teacher educators (LD) and special teacher educators (MR) in relation to their intellectual ability**

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### **Abstract**

Education has very wide concept like teaching, learning, training etc; these concepts further divided into the streams like science, humanities, commerce, management, IT, Special Education and so on. Special Teachers are the need of the present time as most of the education policies are promoting inclusive education for the overall development of an individual. According to Rousseau: "Education is the child's development from within" So for the overall development of a child a teacher educator is required. According to World Health Organisation About 15% of the world's population lives with some form of disability, of whom 2-4% experience significant difficulties in functioning. Special education is the branch of education for individuals who are different from normal human beings. A special education teacher works with children of different ages who have a range of cognitive, emotional, physical or locomotor disabilities. Special education teachers work to promote and manage the growth of children with special need. A special education teacher will modify the general education curriculum to make sure each student's special individual needs are met.

**Keywords:** comparative study, special teacher educators, relation, intellectual

### **Introduction**

#### **Special Education**

Special education is also known as special need education; it is the education of children who differ socially, mentally or physically comparatively to the normal children. Special children required modifications of usual school practices. Special education serves children with behavioural, emotional or cognitive impairments or with intellectual, hearing, vision, speech, or learning disabilities; although the objectives of the special education are similar to the normal children; only the techniques for attaining them are different; only the techniques for attaining them are different. Children who have Learning Disabilities (LD) or Mental Disabilities (MR) Require prolonged periods of intensive and more-individualized instruction; for them the learning process might include techniques to maintain interest, more active participation and much more repetition of similar material in varied form.

#### **Objectives of the Study**

- To identify highly intellectual and describe their characteristics in terms of a Special Teacher Educator (LD).
- To identify highly intellectual and describe their characteristics in terms of a Special Teacher Educator (MR).
- To determine whether special teacher educators (Learning Disability) and special teacher educators (Mental Retardation) differ in their Intellectual Ability.

#### **Hypothesis**

- There is no significant relation between special teacher educators and their stream (LD/MR)
- There is no significant difference between Special Teacher Educator (LD) and Special Teacher Educator (MR) in terms of intellectual ability

#### **Definition of the Terms**

##### **Special Teacher Educators (LD)**

Special Teacher Educators (LD) here in this investigation refer to the Teacher Educators who are enrolled in B.Ed. Special (BEDSPL) 5<sup>th</sup> semester course in Uttarakhand Open University and get admitted in Learning Disability (LD) programme.

##### **Special Teacher Educators (MR)**

Special Teacher Educators (MR) here in this investigation refer to the Teacher Educators who are enrolled in B.Ed. Special (BEDSPL) 5<sup>th</sup> semester course in Uttarakhand Open University and get admitted in Mental Retardation (MR) programme.

### Intellectual Ability

Intellectual Ability is outcome of with that ability which involves the quantum of intelligence in the possession of intelligence in the possession of the individual. The term “Intellectual Ability” here in this investigation refers to the intellectual ability of the Special Teacher Educators of Uttarakhand Open University as measured by the Standard Progressive Matrices, a test developed and validated by Raven’s and others (1972).

### Samples

40 students from each stream LD and MR who are enrolled in study centre (16000) Haldwani of Uttarakhand Open University, are included in the study.

### Sampling Procedure

All the students who are present in the class at the time of investigation are included in the samples.

**Table 1**

S.N.	RSPM score of special teacher educators (LD)	RSPM score of special teacher educators (MR)
1	45	39
2	45	43
3	45	44
4	40	38
5	44	33
6	46	39
7	47	31
8	48	39
9	45	39
10	45	37
11	45	39
12	44	42
13	49	44
14	45	46
15	45	43
16	48	53
17	48	34
18	48	28
19	43	45
20	36	46
21	45	49
22	49	50
23	51	45
24	48	37
25	46	44
26	49	47
27	34	48
28	34	42
29	47	52
30	43	49
31	50	49
32	44	48
33	48	44
34	42	43
35	52	47
36	49	44
37	49	50
38	48	43
39	43	47
40	47	34
Mean	45.47	42.85

- 14, Special Teacher Educator (LD) having scored either 48 or more than 48 it shows that they are highly intellectual.
- 9 Special Teacher Educator (MR) having score either 48 or more than 48 it shows that they are highly intellectual. It shows that the numbers of highly intellectual teacher educator are more in LD group comparatively in MR group.

**Table 2**

SN	Special Teacher Educator LD/MR	N	M	SD	DF	t-ratio	Significance
1	LD	40	45.47	4.019105	78	2.096	Insignificant at level of 0.05
2	MR	40	42.85	5.828973			
	Total	80					

LD: Learning Disability; MR: Mental Retardation

### Conclusions

Result shows that; there is a significant difference in the intellectual ability between two groups of the Special Teacher Educators who are enrolled in the course of BEDSPL (LD or MR) in Uttarakhand Open University Haldwani. It reveals that the special teacher educator BEDSPL (LD) is more intellectual as compare to BEDSPL (MR).

### References

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