



## **EFFECTIVENESS OF BLENDED LEARNING PROGRAMME ON ACHIEVEMENT IN INCLUSIVE EDUCATION-A STUDY**

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### ***Abstract***

*Teaching and learning process is changing with a high speed and according to that certain changes and required in education system. Teaching profession is changing required lot of competences and abilities to handle the needs of changing world. Teacher training programme provide the competency, performance & commitment areas the meet the demands of changing world. To inculcate all this things many skillful methods and techniques are used. But they are not enough to meet the demands of changing society. For improving student-teachers academic achievement traditional classroom methods are used which are not enough for their improvement. In education field constructive approach is used to uplift students performance. For effective teaching and learning two or three methods are combine and strategies are used for effective learning outcome. ICT and new innovative technique have given the new light to the teaching and learning process.*

*In present paper blended learning and C.A.I. programme is used to the achievement of student-teachers.*

**Key words:** *Blended learning, traditional method*

### **Introduction:**

Teaching learning is dynamic process through innovative ideas are used. Through traditional method student are unable to form their concepts. Therefore researcher undertook

the study to find out the effectiveness of blended learning to measure the impact on student-teachers achievement in education. To measure the impact of blended learning initially topic was taught through traditional method after that pretest was given. Between pretest and posttest programme was implemented and results are drawn. The achievement it measured and result are discussed. Thus this paper is devoted to discuss to indicate the achievement of student-teacher through blended learning.

### **OBJECTIVES OF THE STUDY**

The Objective of the study are as follows.

1. To prepare a Blended learning programme for Inclusive Education.
2. To implement blended learning program on student-teachers.
3. To compare the effects of traditional teaching and Blended learning programme on student-teachers.

### **Null Hypothesis:**

There will be no significance difference between the mean score of student-teachers before and after implementing the Blended learning programme.

### **Research Hypothesis:**

There will be significant difference between the mean score of student-teachers before and after implementation the Blended learning programme.

### **RESEARCH PROCEDURE**

#### **Sample of the Study:**

The main purpose of the research is to find the blended learning impact on student-teachers achievement while learning the inclusive education. For that 30 student-teachers of Arihant College of Education are selected through the purposive sampling method.

**Variables:**

**Dependent Variable:**

Students learning or response given to the traditional teaching and Blended learning program.

**Independent Variable:**

Program developed by researcher for blended learning and Traditional teaching.

**Data collection tools:** Achievement criterion test is used for data collection.

**Statistical tools:** Mean score only taken into consideration for present study.

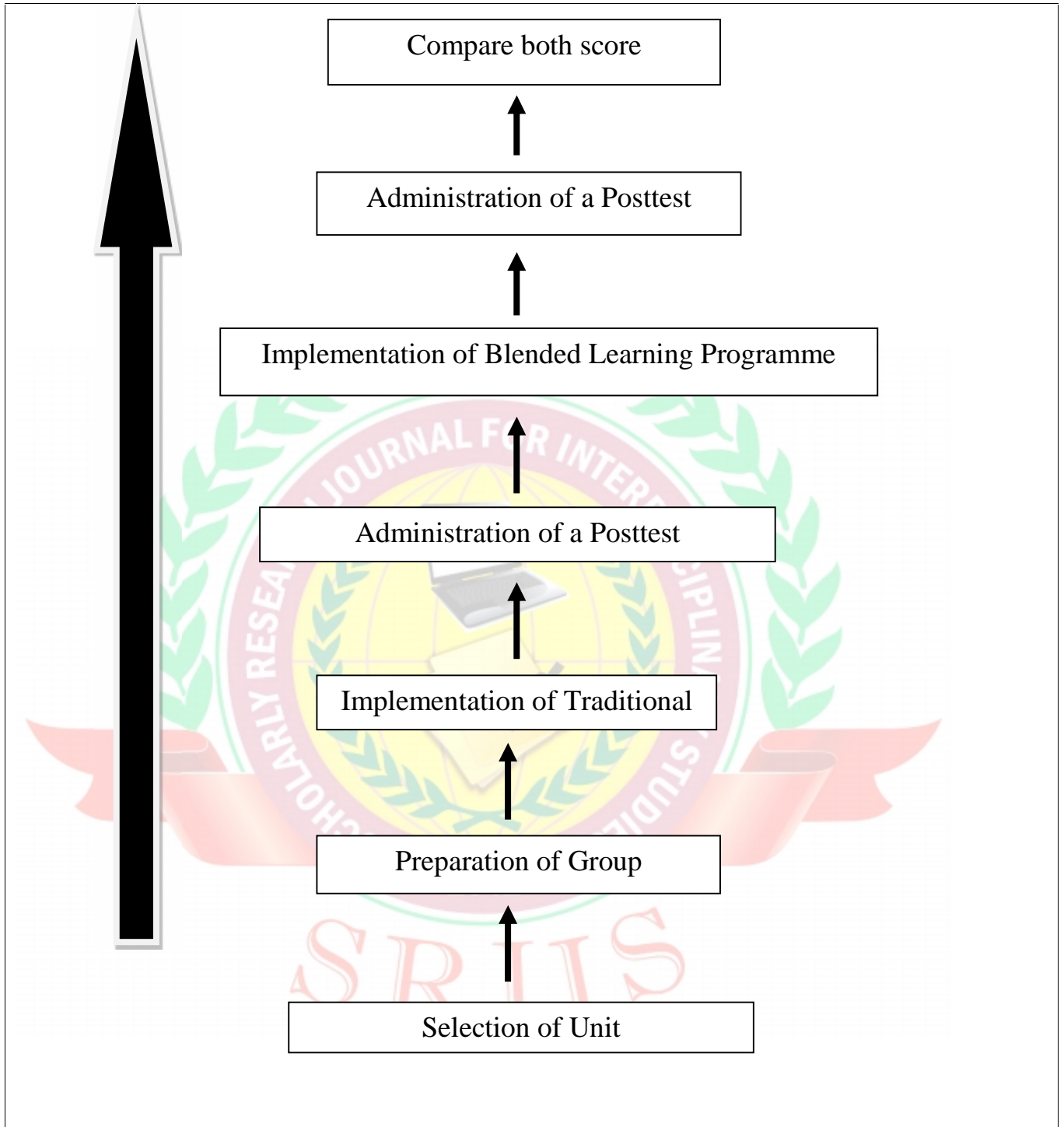
**Achievement test:** In achievement test in the form of post test of criteria developed by researcher was used for data collection.

**Research Method:**

As earlier discussed the main purpose is to find the effectiveness of Blended learning on student-teachers achievement. For that experimental method is adopted for the study. Single group, pretest-posttest design is adopted.

**Research Procedure:**

For the present research following things are taken into consideration.



**Figure no. 1. Implementation Programme on Blended Learning**

## Data Analysis

### RESULT

Stages	N	Mean	Mean Difference
Post-test 1	30	11.6	2.4
Post-test 2 experimental	30	14.2	
<b>Mean achievement scores of posttest 1 and post 2 compared for experimental group</b>			

**Table 1: Comparison of post test achievement scores in Inclusive Education by single group posttest only group**

### ANALYSIS AND INTERPRETATION:

The table 1 represents the post-test scores of the posttest achievement scores of student-teachers through traditional method & blended learning method. The total Mean score of traditional posttest is 11.6 and through blended learning method Posttest is 14.2. The mean difference between posttest is 2.4

### CONCLUSION:

The results of this research paper showed that there is positive impact of student learning through Blended learning programme.

- Null hypothesis is rejected.
- There is a significance difference between the mean score of student-teachers before and after implementation the blended learning programme. This research hypothesis is tested and accepted.
- Blended learning is effective for student-teachers academic achievement.



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