



Perception of Trainee Teachers towards Inclusive Education: An Analytical Study

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Abstract: *In the last few decades, the Indian education system has embarked on a paradigm shift that supports education for all through inclusive education. Inclusive education is a popular educational approach that aims to educate disabled, able-bodied, and learning-disabled children in general education classrooms. The success and efficiency of inclusive education are determined by a number of elements, the most important of which are the instructors and trainee teachers. The research was mainly qualitative and based on secondary information. An analytical method was followed throughout the paper to review related studies. According to the findings, inclusive education is the result of the highest level of mental, physical, social, meaning fulfilment, professional, and moral communication, and the Education Ministry must develop a comprehensive program of study in accordance with the inclusive policy so as to meet the various educational requirements of all trainee teachers in a conventional classroom.*

Keywords: *inclusive education, prospective teachers, trainee teachers, qualitative analysis, reviews.*

1. INTRODUCTION:

Education is responsible for a person's mental, emotional, motivational, and social growth; it is a powerful tool for social change and upward social mobility. It is responsible for maintaining the space between the several units of society and the community. In the last few decades, the Indian education system has embarked on a paradigm shift that supports education for all through inclusive education. It ensures that every child, regardless of age, sex, race, caste, religion, or ability, has the same right to perceive equal educational opportunity as all other students in the general education system. Children with impairments have increasingly been enrolled in special education programs in regular schools (Mc leskey and Henry 1999). Inclusive education concerns differently able children, ranging from mild to severe, hidden or visible, who participate in everyday activities like normal children. "The integration of able and differently able children with special needs has become a fundamental function in the educational system since the approval of UNESCO's Salamanca statement and framework for action on special needs education (UNESCO 1994)". In a general education system, inclusive education is about active involvement, experiencing, and accomplishing curriculum objectives (Ainscow 2005). Inclusive education includes students of various abilities in general classrooms designed for common youngsters (kugelmass 2007). "Inclusive education is a type of education centered on social justice and fairness that aims to provide equal educational opportunities for all children, regardless of their physical, emotional, social, or learning disabilities (Loreman et al. 2005)." In India, inclusive education is still practiced from pre-primary to higher education to integrate special needs students into mainstream classrooms. The success of inclusive education varies from state to state and primarily depends on the state government's disability policy within the national policy framework. It's difficult to say whether teacher education programs are sufficiently linked to inclusive education and provide all necessary tools for students with disabilities. As a result, all teacher education programs must contain a mandatory inclusive education course and must be trained all trainee teachers to the needs and requirements of the environment. IE in pre-service education programs not only aims to change trainee teachers' negative attitudes, perceptions, and behaviors toward inclusive education but also to prepare them to proceed with teaching-learning processes in inclusive classrooms effectively and efficiently using various models and approaches based on the requirements of the learners. According to the UNICEF report on the condition of impairment in India (2000), there are over 30 million children in India with disabilities ranging from mild to severe. According to the 2011 Indian census, roughly 2.21 percent of the total population has various abilities, with about 25% being school-aged children. The Sarva Siksha Abhiyan (SSA), launched by the Department of Elementary Education in 2000 to integrate disabled children into



the mainstream education system and raise the enrolment and retention rate of disabled students, is actively assisting this. Several essential aspects, such as teachers, prospective teachers, and the quality of training and teaching provided to their pupils, play a vital role in successfully including children with disabilities in general education systems regarding their specific requirements. The perception of trainee teachers toward inclusive education has been discovered to be an essential component that directly impacts the inclusion of differently abled children in the mainstream school system (Bender et al., 1995).

1.1. Significance of the study:

According to studies, trainee teachers express concern about their ability to teach a student with disabilities in common classrooms with special needs and guilt about their training for inclusive education, if teacher education programs or courses do not offer the practice of inclusive education or if the programs are unable to achieve the goal of inclusive education (Jones 2002, Winter 2006). Trainee teachers are the pillar of the education system. Suppose the trainee teachers get the proper training and instruction regarding inclusive education after completing the course. In that case, they can effectively teach disabled children in the mainstream classroom according to the need and interests of every student. Hence it is imperative to explore the perception of trainee teachers and faced challenges towards IE.

1.3. Objectives

- To explore the theoretical framework of inclusive education
- To examine the understanding of prospective teachers towards inclusion
- To discuss the challenges of prospective teachers towards inclusive education

2. LITERATURE REVIEW:

Tripathi & Kapri 2019 investigated on secondary school teacher's perception towards inclusive education. The result of the research was secondary school teachers have a perception that inclusive education is effective and favorable for overall development of children with disability and normal students. More favorable attitude was found in secondary school female teachers towards inclusive education than the secondary school male teachers.

Gupta & Tandon 2018 carried out a study on teacher trainee's attitude towards inclusive education. Result indicated that, 1. The attitudes of trainee teachers toward inclusive education were favorable. 2. Attitude of teacher trainees has been found to be influenced by the different backgrounds towards inclusive education. 3. Qualification has not any impact on attitude of teacher trainee towards inclusive education.

Parmanic & Barman 2018 carried out a study on secondary school teacher's attitude towards inclusive education. Result revealed that secondary school teacher's attitude towards IE was moderate and implementation of inclusive education at secondary school level should be based on knowledge and application level.

Raj Lakshmi 2018 investigated on inclusive education in India: challenges and prospects stressed that infrastructure, curriculum modification and instructional materials should be organized in such a way that which motivate and involve the children with disability in mainstream school and provide the education and training with special needs of each and every student.

Mag, Sunfield & Burns 2017 explored the benefits and challenges of IE for university teachers. Result of the study revealed that inclusive education should be compulsory at all stages of education around the world. The teacher training institute and department require giving special consideration to the professional and competency expansion of all students involved in special training to become trained teachers from primary to university level.

Sharma, Chari & Chunawala 2017 studied the "exploring teacher attitudes towards inclusive education in India context using 'type of disability' lens". The study shows that a significant difference was found in attitudes of teachers towards the inclusion between types of severity of disability. Experienced teachers have more favorable attitude towards the IE in regular classes as compare to less experienced teachers.

Khan & Hashmi 2017 conducted a study on teacher perceptions on inclusive education in government primary education. Finding of the research indicated that Teachers in general education have a positive and supportive mindset towards the inclusion of students with disabilities in general education classrooms.

Tyagi 2016 investigated on inclusive education and role of teachers. Study revealed that the teacher role on priority basis was to provide special training in regards to mobility training, self-care training and provide the teaching learning material according to special needs of disabled and normal students and construct the teaching strategies in way that inculcate interest and attitude of all students.

3. METHOD:

Consecutively to fulfil the objectives of the present study, qualitative research will be used by the researcher. The present paper mainly derived from the secondary data and mostly composed from the different sources like books,



journals, articles, and periodicals etc. secondary data of this paper has been also collected from the thoughts and writing of the various authors and scholars in different stream of research and academics.

4. ANALYSIS & INTERPRETATION:

Understanding of prospective teachers towards inclusion

Almost every aspect of the educational system has changed in the last few decades. The significant developments in teacher education concern the implementation of new curriculum approaches, the use of advanced levels of teaching methods, and the training of teachers in inclusive education. Legislation has been taken into severe consideration regarding removing the learning difficulties with the help of providing the special educational needs of disabled trainee teachers. This consideration has evolved the construction of a new approach to the cooperative and interactive nature of the teaching-learning process; this progress has primarily affected the professional, competency, role, and responsibility of teachers and prospective teachers.

In many countries, including India, prospective teachers are not given enough time or resources to cover issues of inclusive education and the particular needs of disabled pupils. Inclusive education is a popular educational initiative that aims to improve the mainstream education system's ability to provide specific attention to every trainee teacher in a common classroom. Inclusive education is a philosophical notion that promotes all students' cognitive, emotive, and psychomotor development. This approach can help student teachers enhance their social, emotional, physical, recreational, arts, music, sports, health and hygiene, curricular, co-curricular, and other experiences and activities directly pertinent to their lives. The execution of IE in a common school indicated that education should be need-based, fun, sustainable, and helpful to all students (Tripathi & Kapri 2019). It has been noticed that trainee teachers encounter significant challenges in experiencing an inclusive educational environment due to a lack of pedagogical understanding, proper training, and physiological and psychological stress. Pre-service teachers' positive attitudes motivate the inclusion of differently able children in a mainstream educational setting. In contrast, trainee teachers' negative attitudes reflect low achievement and poor involvement in mainstream settings (Kumar 2016). Inclusive education can be carried out successfully when teachers receive proper training, and the curriculum should be based on real-life situations that stimulate the interest and attention of all students. It is noticed that the absence of appropriate information and instruction of teachers is responsible for the malfunction of IE. IE involves the active contribution of teachers and students in the teaching-learning process for need-based support for disabled students. The teacher delivers the lesson according to the individual difference of the whole class, and they promote group work for exploring all aspects of knowledge and experience.

5. CHALLENGES OF PROSPECTIVE TEACHERS TOWARDS INCLUSIVE EDUCATION:

Barriers to learning in the curriculum delivery

Educators' education system and teaching approaches are critical when it comes to accomplishing good teaching in inclusive classrooms. On the other hand, a complex and complicated curriculum, on the other hand that would not be responsible for individual variation may lead to learning failure (Motitswe 2012). Adverse education outcomes include an absence of pertinent topic content, insufficient learning materials, assets, and interventions, strict teaching and school environment management, and inefficient evaluation procedures.

Unsuitable assessment process

Evaluation is the method by which instructors and others are involved in a learner's instruction assessment and utilize information regarding that learner's height of achievement and advancement in various areas (academic, behavioral, and social) (Watkins 2007). Some assessment processes are deemed ineffective because they are unable to assess all aspects of knowledge for various types of learners.

Teacher preparation obstacle to teaching learning process

Educators are seldom trained or endorsed to instruct children with special needs, thus putting all such students, along with the mainly underprivileged, in conditions of instructive possibilities and accomplishment (Bagree and Lewis 2013). Standard training courses rarely prepare educators to work in various school settings, and they primarily do not provide people with the self-belief, expertise, and abilities required to assist children with special needs effectively.

Lack of proper qualification of teachers

Hull (2005) stresses the "importance of enduring to hold up differentiated education, in addition to adjusting and adapting courses to assemble the requirements of a varied cluster of learners." Teachers, facilitators, and additional individual resources are frequently disseminated, and their development is unsuitable.

Unsupportive Environment

"Support refers to whole resourcefulness that improves a curriculum's ability to react to variety (Mahlo 2011)". A supportive environment with close cooperation between educators, officials, heads of schools/ departments,



guardians, and student assistants for instructors is essential for the flourishing execution of inclusive education. Assistance can come in the form of a collective of the companion available to assist learners who are struggling to learn; therefore, instructional assist systems should be structured, and all stakeholders' character in implementing inclusive education must be explicitly stated.

Unsuitable teaching learning methods

When it comes to knowledge, teachers must be familiar with the various types of variation that can be observed between many students, sexual identity, lingual, ideological, and racial identity, socio-emotional variety, intellectual and educational variety, and sensory-motor and physiological variety are only a few examples. Many of these differences are intertwined and embedded in a variety of circumstances.

Lack of Infrastructure

Most Indian schools and colleges have completed their infrastructure audits, but complete access to school and a college campus remains challenging. While most schools and colleges acknowledge and accommodate people with limited mobility to some level, limited mobility is mainly limited to specific types of physical issues among some people.

6. SUGGESTIONS:

- To foster the positive attitude, trainee teachers should receive pre-service training in the notion of inclusive education.
- It is essential to experience a true teaching-learning situation with diverse students in order to develop an attitude toward inclusive education.
- To enhance the attitude of trainee teachers, pedagogical knowledge on learning tools must be provided.
- Training institution administrators should organize brainstorming sessions for trainee teachers.
- Through various learning programmes, trainee teachers must be sensitized to the importance of IE.

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