



Opinion of Pre-service Student Teachers towards Children with Disabilities in Inclusive Classroom

Naveen Kumar M.

Research Scholar

Department of Education (CASE)

Faculty of Education and Psychology

The M. S. University of Baroda, Vadodara

Prof. R. C. Patel

Dean and Head, Department of Education [CASE, IASE & IUCTE]

Faculty of Education and Psychology

The M. S. University of Baroda, Vadodara

Abstract

The Constitution of India has guaranteed free and compulsory education for all children irrespective of abilities and disabilities. India is committed to provide Inclusive Education for children with disabilities in an appropriate environment. Successful implementation of Inclusive Education depends upon various stakeholders like Administrators, Parents of Children with Disabilities and Teachers. NCTE, in collaboration with RCI, developed a curriculum on Inclusive Education and made it a part of the general teacher education programme. Now, it is the responsibility of teacher education institution to enrich the pre-service student teachers with the knowledge of Inclusive Education and its importance in contemporary society. So, the researcher aimed to explore the opinion of Pre-service student teachers towards children with disabilities in an Inclusive Classroom. A descriptive survey method and purposive sampling technique were employed. The data were analyzed qualitatively by using frequency and percentage. The study revealed that student teachers from government management had more favourable opinions towards inclusive classroom environment settings than student teachers from aided and private management.

Keywords: Opinion of Pre-service student teachers, Inclusive Classroom.

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Introduction

According to the Right to Education (2009) Act, Every child has a right to get elementary education in an appropriate environment. It is the primary duty of the teachers to provide quality education to all students, including the child with a disability. It is the responsibility of the Teacher Education Institutions to train and equip the pre-service student teachers with all necessary skills to teach children with or without disabilities in an inclusive classroom. The Education Commission (1964-66) pointed out that teachers' professional preparation is crucial for the qualitative improvement of education. Also, National Education Policy (2020) opined that teacher education is vital in creating a school teachers that will shape the next generation. Developing the next generation in the true spirit of inclusiveness in school and in society depends upon the pre-service student teachers as they are going to become a school teachers. Therefore pre-service student teachers' opinion towards the child with or without disabilities plays a vital role in providing quality education to all children.

Need and Significance of the Study

According to the Ministry of Empowerment of Person with Disabilities (Divyangjan) Annual Report (2018-19), India is committed to the principles laid down in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and it is reflected in the Sustainable Development Goals which stresses upon disability-inclusive approach. Accordingly, the Department has brought a national law in agreement with several provisions of the UNCRPD, namely The Rights of Persons with Disabilities Act, 2016.

Educational Status of Children with disabilities

According to Census (2011), there were 2.68 Crore persons with disabilities in India (constitute 2.21% of the total population). Out of the total population of persons with disabilities, about 1.50 crore were male, and 1.18 crore were female. These include visual, hearing, speech and locomotor disabilities, mental illness, mental retardation (intellectual disabilities), multiple disabilities and other disabilities.

From the table_1, it can be observed that, Out of 1,46,18,313 (100 percent), only 19.42 per cent received education below secondary level and very few i.e., 8.52 per cent reached graduate and above graduate level among which 5.74 per cent are male and 2.78 per cent are female. One of the reason for sharp decrease in number could be due to lack of support services as per the disability of the child. Banerjee and Daily (1995) suggest that using appropriate practices and methods according to child's need, Children with disabilities could be educated effectively in regular schools.

Table_1: Educational Status of Persons with Disabilities

Educational Level	Persons	Males	Females
Literate	1,46,18,353	9,34,835	52,70,000
Illiterate	1,21,96,641	56,40,240	65,56,401
Literate but below Primary	28,40,345	17,06,441	11,33,904
Primary but below middle	35,54,858	21,95,933	13,58,925
Middle but below Matric/Secondary	24,48,070	16,16,539	8,31,531
Matric/Secondary but below Graduate	34,48,650	23,30,080	11,18,570
Graduate and above	12,46,857	8,39,702	4,07,155
Total	2,68,14,994	1,49,88,593	1,18,26,401

Source: Annual report 2018-19, Ministry of Empowerment of Person with Disabilities

Intending to create a barrier-free environment, the Department continued its efforts in providing aids and appliances to persons with disabilities. On the one hand and the other, it constructed public buildings, transportation and ICT accessible.

Various Policies on Education stressed the importance of education and the role of teachers in providing quality education. National Policy on Education (1986-92) recognizes that teachers should be given the freedom to innovate, develop suitable methods of communication and activities relevant to the needs, capabilities and concerns of the community (NCERT Position Paper, 2006). It is the primary responsibility of the teachers to design a curriculum according to the needs of all children. But most of the time, teachers fail to understand the academic problems of children with disabilities as mentioned in the National Curriculum Framework

for Teacher Education (2009), "Neither does the teacher understand their needs nor what s/he can do to make learning possible for them".

According to NCTE (2009), a teacher education curriculum framework needs to align with the curriculum framework for school education. Therefore, NCTE has collaborated with the Rehabilitation Council of India in 2002 and in 2005 to develop a curriculum on Inclusive Education and make it a part of the general teacher education programme.

A literature review revealed that stakeholders possess diverse belief, opinions, attitudes and perceptions towards Inclusive Education. The sample of the studies were teachers, teacher educators and student teachers. Rosanne Field (2015) study revealed that the teachers' perception is positive towards Inclusive Education. Grieve (2009) study found that the teachers felt that the inclusion of students with social, emotional and behavioural difficulties was detrimental to the education of others in all circumstances. Mngoand Mngo, (2018) study revealed that even though the teachers were very supportive of the benefits of inclusion, they would still prefer to have separate schools or classrooms for students with disabilities or special education needs. Sharma et al. (2017) study revealed a need for pre-service and in-service teacher training reforms to infuse technological ideas in the classroom. Nakro (2019) study showed that most student teachers hold a positive attitude towards inclusive education, whereas seventeen per cent had a negative attitude towards inclusive education. Dash (2019) study revealed that most prospective teacher educators have a moderately favourable attitude towards inclusive education. Male future teacher educators' attitude towards inclusive education is higher than the female prospective teacher educators'. Kumar (2016) study revealed that female teachers at the university level hold more positive attitudes than male teachers at school.

The opinion of student-teacher plays a very significant role in fulfilling the vision of inclusion. In this regard, some research questions were raised to the attitude of pre-service student teachers towards children with disabilities in an Inclusive Classroom.

Research Questions

1. How gender plays a crucial role in developing the opinion of pre-service student teachers towards children with disabilities in Inclusive Education?
2. How institutional management influence pre-service student teachers opinion about children with disabilities in Inclusive Education?

Statement of the Problem

Opinion of Pre-service student teachers towards Children with Disabilities in Inclusive Classroom

Objectives of the Study

1. To study the opinion of pre-service student teachers towards children with disabilities in Inclusive Classroom concerning
 - a. Gender
 - b. Type of management, i.e., Government, Government Aided and Private.

Explanation of the Terms

Pre-service student teachers: The students who pursued Bachelor of Education in Teacher Education Institution in Bidar District, State of Karnataka.

Inclusive Classroom: Students with and without disability learn together in a common classroom. The teaching and learning are suitably modified to meet the learning needs of different types of students with disabilities.

Delimitation of the Study

The study was delimited to the selected Teacher Education Institutions in Bidar District, State of Karnataka.

Methodology of the Study

The present study adopted the descriptive survey method.

Sample

The investigator adopted the purposive sampling technique. Three teacher education institutions were selected from different management, i.e., government, government-aided and private institutions. In addition, pre-service students' teachers who had completed an internship in one of the schools where children with disabilities took admission were selected as a sample for the present study.

Table_2: Description of the Sample of the study

Sr. No	Teacher Education Institution	Number of Student Teachers		
		Male	Female	Total
1	Government Institution	40	25	65
2	Government-Aided Institution	33	62	95
3	Private Institution	28	44	72
Total		101	131	232

Tools and Techniques of the Study

The researcher prepared an Opinionnaire based on the RPD (Rights of Persons with Disabilities) Act 2016; children with disabilities have been classified into different categories based on the nature of the disability. Categories are as follows: children with physical disability, children with visual impairment, children with hearing impairment, children with

speech and language disability, children having an intellectual disability, children having blood disorder, children with multiple disabilities. In addition, there were 14 closed-ended questions in the Opinionnaire.

Data Collection

The investigator collected the data of Bachelor of Education (B. Ed) in Government, government-aided and private institutions in Bidar, Karnataka.

Data Analysis

The investigator analyzed the data qualitatively using frequency and percentage.

Table_3: Problems of Children with severe locomotor disability

<i>Item no: 1. The child with severe locomotor disability do not have a problem in getting an education along with normal children in the general classroom</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	34 (85)	6(15)	24(96)	1(04)
Government Aided	27(82)	6(18)	57(92)	5(08)
Private	19(68)	9(32)	33(75)	11(25)

As shown in Table 3, it was observed that concerning item No: 1. Out of 232 student teachers, 80 (79.21 percent) male and 114 (87.02 percent) female student teachers responded that the child with a severe locomotor disability does not have problems getting an education along with normal children in the general classroom. Whereas 21 (20.79 percent) male and 17 (12.98 percent) female student teachers responded that the child with severe locomotor disability face problem in getting an education along with normal children in the general classroom. So it can be concluded that most female student teachers from Government institution responded that a child with a severe locomotor disability do not have problem in getting education along with normal children in the general classroom.

Table_4: Response of Peer group with a child with leprosy cured disability

<i>Item no: 2. Peer group make fun of the child with leprosy fixed disability in inclusive school</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	11(27)	29(73)	10(40)	15(60)
Government Aided	15(45)	18(55)	24(39)	38(61)
Private	14(50)	14(50)	24(55)	20(45)

As shown in Table 4, it was observed that concerning item No: 2. Out of 232 student teachers, 40(39.60 percent) male and 58 (44.27 percent) female student teachers responded that the peer group make fun of the child with leprosy cured disability in inclusive school whereas 61 (60.39 percent) male and 73 (55.72 percent) female student teachers responded that the peer group do not make fun of the child with leprosy cured disability in an inclusive school. So it can be concluded that the majority of the male student teachers from Government institution responded that peer group do not make fun of the child with leprosy cured disability in an inclusive school.

Table_5: Problems of children with Cerebral Palsy in learning academic subjects

<i>Item no: 3. The children with cerebral Palsy of mild and moderate level do not face any problem in learning academic subjects</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	34(85)	6(15)	22(88)	3(12)
Government Aided	30(91)	3(09)	58(94)	4(06)
Private	19(68)	9(32)	32(73)	12(27)

As shown in Table 5, it was observed that about item No: 3. Out of 232 student teachers, 83 (82.18 percent) male and 112 (85.5 percent) female student teachers responded that the children with cerebral Palsy of mild and moderate level do not face any problem in learning academic subjects, whereas 18 (17.82 percent) male and 19 (14.5 percent) female student teachers responded that the children with cerebral Palsy of mild and moderate level face problem in learning academic subjects. So it can be concluded that most female student teachers from Government Aided institution responded that children with cerebral Palsy of mild and moderate level do not face any problem in learning academic subjects.

Table_6: Acceptance of child having dwarf physique by Peer groups

<i>Item no: 4. The child having dwarf physique has been accepted by the peer groups in all curricular and co-curricular activities</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	38(95)	2(05)	23(92)	2(08)
Government Aided	30(91)	3(09)	60(97)	2(03)
Private	26(93)	2(07)	40(91)	4(09)

As shown in Table 6, it was observed that about item No: 4. Out of 232 student teachers, 94 (93.07 percent) male and 123 (93.89 percent) female student teachers responded that the child having dwarf physique has been accepted by the peer groups in all curricular and co-

curricular activities, whereas 7 (6.93 percent) male and 8 (6.11 percent) female student teachers responded that the child having dwarf physique has not been accepted by the peer groups in all curricular and co-curricular activities. So it can be concluded that the majority of the female student teachers from Government Aided institution, responded that the child having a dwarf physique has been accepted by the peer groups in all curricular and co-curricular activities.

Table_7: Peer groups attitude towards acid attack victim child.

<i>Item no: 5. Peer group mingle with acid attack victim child in all the teaching-learning activities of the school, especially in a group activity, without any hesitation</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	34(85)	6(15)	23(92)	2(08)
Government Aided	29(88)	4(12)	53(85)	9(15)
Private	13(46)	15(54)	27(61)	17(39)

As shown in Table 7, it was observed that concerning item No: 5. Out of 232 student teachers, 76 (75.25 percent) male and 103(78.62 percent) female student teachers responded that the peer group mingle with acid attack victim child in all the teaching-learning activities of the school, especially in group activity without any hesitation whereas 25 (24.75 percent) male and 28(21.37 percent) female student teachers responded that the peer group do not mingle with acid attack victim child in any of the teaching-learning activities of the school, especially in a group activity. So it can be concluded that the majority of the female student teachers from Government institution responded that the peer group mingle with acid attack victim child in all the teaching-learning activities of the school.

Table_8: learning problems with a child having low vision

<i>Item no: 6. The child having low vision do not have any problem in learning academic subjects in the inclusive classroom</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	32(80)	8(20)	21(84)	4(16)
Government Aided	25(76)	8(24)	49(79)	13(21)
Private	18(64)	10(36)	30(68)	14(32)

As shown in Table 8, it was observed that about item No: 6. Out of 232 student teachers, 75 (74.26 percent) male and 100 (76.34 percent) female student teachers responded that the child having low vision do not have any problem in learning academic subjects in the inclusive classroom, whereas 26 (25.74 percent) male and 31 (23.66 percent) female student teachers

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responded that the child is having low vision face problem in learning academic subjects in an inclusive classroom. So it can be concluded that most female student teachers from Government institution responded that child having low vision do not have any problem learning academic subjects in inclusive classrooms.

Table_9: Appropriate school for a child with hearing impairment

<i>Item no: 7. The child with hearing impairment of moderate level should be sent to a special school</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	7(18)	33(82)	3(12)	22(88)
Government Aided	8(24)	25(76)	12(19)	50(81)
Private	18(64)	10(36)	21(48)	23(52)

As shown in Table 9, it was observed that with regard to item No: 7. Out of 232 student teachers, 33 (32.67 percent) male and 36 (27.48 percent) female student teachers responded that the child with hearing impairment of moderate level should be sent to special school whereas 68 (67.33 percent) male and 95(72.52 percent) female student teachers responded that the child with hearing impairment of moderate level should not be sent to a special school. So it can be concluded that the majority of the female student teachers from Government Institution responded that child with hearing impairment of moderate level should not be sent to a special school as they can be educated in public school.

Table_10: Difficulties of a child with speech and language disability

<i>Item no: 8. The child with speech and language disability get education in inclusive school without any difficulty</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	34(85)	6(15)	22(88)	3(12)
Government Aided	25(76)	8(24)	50(81)	12(19)
Private	12(43)	16(57)	21(48)	23(52)

As shown in Table 10, it was observed that with regard to item No: 8. Out of 232 student teachers, 71 (70.3 percent) male and 93 (70.99 percent) female student teachers responded that the child with speech and language disability get education in inclusive school without any difficulty, whereas 30 (29.7 percent) male and 38 (29.01 percent) female student teachers responded that the child with speech and language disability face difficulty in getting an education from inclusive school. So it can be concluded that most female student teachers

from Government Institution responded that child with speech and language disability get education in inclusive school without any difficulty.

Table_11: Appropriate learning environment for a child with learning disabilities

<i>Item no: 9. The child with learning disabilities can be educated only in special schools</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	5(12)	35(88)	4(16)	21(84)
Government Aided	11(33)	22(67)	17(27)	45(73)
Private	18(64)	10(36)	25(57)	19(43)

As shown in Table 11, it was observed that with regard to item No: 9. Out of 232 student teachers, 34 (33.66 percent) male, and 46 (35.11 percent) female student teachers responded that the child with learning disabilities could be educated only in special schools, whereas 67 (66.34 percent) male and 85 (64.88 percent) female student teachers responded that the child with learning disabilities could be educated not only in special schools but also general school. So it can be concluded that majority of the male student teachers from Government Institution responded that child with learning disabilities can be educated not only in special schools but also in general school.

Table_12: Behavior of child with autism spectrum towards Peer groups

<i>Item no: 10. The child with autism spectrum disorder creates nuisance in the classroom by disturbing the peer groups during the teaching-learning process.</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	18(45)	22(55)	10(40)	15(60)
Government Aided	19(58)	14(42)	27(44)	35(56)
Private	18(64)	10(36)	27(61)	17(39)

As shown in Table 12, it was observed that with regard to item No: 10. Out of 232 student teachers, 55 (54.46 percent) male and 64 (48.85 percent) female student teachers responded that the child with autism spectrum disorder create nuisance in the classroom by disturbing the peer groups during the teaching-learning process, whereas 46 (45.54 percent) male and 67 (51.14 percent) female student teachers responded that the child with autism spectrum disorder does not create nuisance in the classroom by disturbing the peer groups during the teaching-learning process. So it can be concluded that most of the male student teachers from Private Institution responded that child with autism spectrum disorder create nuisance in the classroom by disturbing the peer groups during the teaching-learning process.

Table_13: facilities available for a child having haemophilia in school

<i>Item no: 11. The general school is not equipped with adequate facilities to deal with a child having haemophilia at the time of emergency</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	31(78)	9(22)	19(76)	6(24)
Government Aided	23(70)	10(30)	44(71)	18(29)
Private	20(71)	8(29)	30(68)	14(32)

As shown in Table 13, it was observed that with regard to item No: 11. Out of 232 student teachers, 74 (73.27 percent) male and 93 (70.99 percent) female student teachers responded that the general school is not equipped with adequate facilities to deal with a child having haemophilia at the time of emergency, whereas 27 (26.73 percent) male and 38 (29.01 percent) female student teachers responded that the public school is equipped with adequate facilities to deal with a child having haemophilia at the time of emergency. So it can be concluded that majority of the male student teachers from Government Institution responded that general school is not equipped with adequate facilities to deal with a child having haemophilia at the time of emergency.

Table_14: Relationship of Peer group with a child with thalassemia

<i>Item no: 12. The child with thalassemia remain isolated in the school as their peer group do not accept them</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	5(12)	35(88)	9(36)	16(64)
Government Aided	6(18)	27(82)	10(16)	52(84)
Private	5(18)	23(82)	6(14)	38(86)

As shown in Table 14, it was observed that with regard to item No: 12. Out of 232 student teachers, 16 (15.84 percent) male and 25 (19.08 percent) female student teachers responded that the child with thalassemia remain isolated in the school as their peer group do not accept them whereas 85 (84.16 percent) male and 106 (80.91 percent) female student teachers responded that the child with thalassemia does not remain isolated in the school as their peer group accept and remain friends with them. So it can be concluded that most of the male student teachers from Government Institution responded that child with thalassemia does not remain isolated in the school as their peer group accepts and remain friendly with them.

Table_15: Provision for the child having sickle cell disease

<i>Item no: 13. Government should take measure to educate child having sickle cell disease in a segregated setting</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	5(13)	35(87)	4(16)	21(84)
Government Aided	6(18)	27(82)	15(24)	47(76)
Private	12(43)	16(57)	18(41)	26(59)

As shown in Table 15, it was observed that with regard to item No: 13. Out of 232 student teachers, 23 (22.77 percent) male and 37 (28.24 percent) female student teachers responded that the Government should take measure to educate child having sickle cell disease in a segregated setting, whereas 78 (77.22 percent) male and 94 (71.76 percent) female student teachers responded that a government doesn't need to take measure to educate child having sickle cell disease in the segregated setting as the child can study in general school without any problem. So it can be concluded that the majority of the male student teachers from Government Institution responded that a government didn't have to take measure to educate child having sickle cell disease in segregated settings as the child can study in general school without any problem.

Table_16: Appropriate learning environment for a child with multiple disabilities

<i>Item no: 14. The appropriate learning environment for a child with multiple disabilities is a particular school.</i>				
Student teachers	Male		Female	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
Government	18(45)	22(55)	9(36)	16(64)
Government Aided	23(70)	10(30)	39(63)	23(37)
Private	19(68)	9(32)	32(73)	12(27)

As shown in Table 16, it was observed that with regard to item No: 14. Out of 232 student teachers, 60 (59.40 per cent) male and 80 (61.06 per cent) female student teachers responded that the appropriate learning environment for a child with multiple disabilities is a particular school, whereas 41 (40.60 per cent) male and 51 (38.93 per cent) female student teachers responded that appropriate learning environment for a child with multiple disabilities is not only a particular school, the child can also be educated in public school. So it can be concluded that most female student teachers from private institutions responded that an appropriate learning environment for a child with multiple disabilities is a special school.

Major Findings of the Study

1. Most female student teachers from Government institution possess positive opinion toward child with a severe locomotor disability and consider that they do not have any problem in getting education along with normal children in the general classroom.
2. Majority of the male student teachers from Government institution opined that peer group do not make fun of the child with leprosy cured disability in an inclusive school.
3. Most female student teachers from Government Aided institution considers that the children with cerebral Palsy having mild and moderate conditions do not face any problem in learning academic subjects.
4. Majority of the female student teachers from Government Aided institution opined that child having a dwarf physique has been accepted by the peer groups in all curricular and co-curricular activities.
5. Most female student teachers from Government institution have opinion that peer group mingle with acid attack victim child in all the teaching-learning activities of the school.
6. Most female student teachers from Government institution have positive opinion towards child having low vision. They consider that the child do not have any problem learning academic subjects in inclusive classrooms.
7. Majority of the female student teachers from Government Institution opined that the child with hearing impairment of moderate level should not be sent to a special school as they can be educated in public school.
8. Most female student teachers from Government Institution consider that child with speech and language disability get education in inclusive school without any difficulty.
9. Majority of the male student teachers from Government Institution consider that the child with learning disabilities can be educated not only in special school but also in general school.
10. Most male student teachers from Private Institution are of the opinion that child with autism spectrum disorder create nuisance in the classroom by disturbing the peer groups during the teaching-learning process.
11. Majority of the male student teachers from Government Institution opined that general school is not equipped with adequate facilities to deal with a child having haemophilia at the time of emergency.
12. Majority of the male student teachers from Government Institution opined that child with thalassemia does not remain isolated in the school as their peer group accepts and remains friendly with them.

13. Majority of the male student teachers from Government Institution consider that a government didn't have to take measure to educate child having sickle cell disease in segregated settings as the child can study in general school without any problem.
14. Most female student teachers from private institutions are of the opinion that an appropriate learning environment for a child with multiple disabilities is a special school.

Conclusion

Student teachers from Government management possessed more favourable opinion towards inclusive education than the student teachers from aided and private administration. Female student teachers had favourable opinion towards inclusive education than male student teachers. Most student teachers have a favourable opinion towards children having mild & moderate level of disability, at B.Ed. Level, more stress should be given to practical aspects of inclusive education along with the theoretical part where the student teachers get the opportunity to interact with all kinds of a child with a disability, which helps develop a positive attitude towards children with disabilities.

Discussion

Every individual is different from the others in terms of thinking, attitude, behavior, developing opinion towards things around and so on. Likewise the teachers too had different opinion towards the children with disabilities, some had favourable opinion and some had less favourable opinion towards them. The present study findings revealed that the majority of the female student teachers possessed positive opinion towards children with various type of disability. Similar kind of results can be seen from the study conducted by Kumar (2016) which opined that female teachers hold more positive attitudes towards children with disabilities.

Male student teachers possessed favourable opinion than female student teachers towards certain type of children with disabilities such as child with leprosy cured disability, a child with learning disabilities, a child with thalassemia, a child with sickle cell disease getting education in inclusive setting. Similar kind of results can be seen from the study conducted by Dash (2019) which opined that Male future teacher educators' attitude towards inclusive education is higher than the female prospective teacher educators'.

Female student teachers and male student teachers hold less favourable opinion towards certain type of disability. Male student teachers consider that behavioural disorder child like child with autism spectrum disorder is challenging to manage as they create nuisance in classroom. Similar kind of results can be seen from the study conducted by Grieve (2009)

which found that the teachers felt that the inclusion of students with behavioural difficulties was detrimental to the education of others in all circumstances. Also, Female student teachers possessed less favourable opinion towards child with multiple disability. The less favourable opinion of both male and female student teachers can be gradually changed as suggested by the findings of Sharma et al. (2017). Emphasizes on need for pre-service and in-service teacher training reforms to infuse technological ideas in the classroom and Banerjee & Daily (1994) study suggest that best practices and methods should be used for children with disabilities according to the child's need.

There are important areas which influence the success of inclusive education such as Infrastructural change, curricular modification, support services, role of administrators, teachers and parents of children with disabilities in implementing the policies and provision. Among all, the impact of teachers on the children with disabilities is strong and deep. With all the consideration & Observation from above discussion, we can arrive at a point that one of the main pillar for success of inclusive education depends on the opinion of teachers towards children with disabilities in inclusive classroom.

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Paper Received : 17th October, 2021

Paper Reviewed : 12th December, 2021

Paper Published : 1st January, 2022



CTE