

Pre-Service Teachers Perception on Inclusive Education

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Abstract: Present study includes Survey study, the data were collected from pre-service teachers studying bachelor of Education at Shimoga Talluk, Karnataka. These data were examined with the purpose of determining the opinions of the pre-service teachers' perception about inclusive education and their perception proved that they have positive attitude towards inclusive education and they accepted that inclusive education should be the subject for pre-service teacher training.

Keywords: Pre-service Teachers. Inclusive Education. Bachelor of Education.

I. Introduction

Inclusive education means students with special needs are educated in regular classes for nearly all of the day or at least for more than half of the day. Whenever possible, the students receive any additional help or special instruction in the general classroom, and the student is treated like a full member of the class. However, most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class (such as speech therapy), and students are pulled out of the regular classroom for these services. In this case, the student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, and social work. This approach can be very similar to many mainstreaming practices, and may differ in little more than the educational ideals behind it. Over recent years, moves towards the inclusion of students with special needs in Mainstream classrooms have brought about greater attention on how teachers are trained and supported. Inclusive education means that all students, regardless of their strengths and weaknesses, become a natural part of the mainstream school community. When a child with special needs is brought to the main stream school and the school makes necessary adaptations according to the needs of particular child. There are certain terminologies in special needs education. It is better to clarify the terminologies such as in different contexts. Special education is specially designed supportive physical and learning systems that are used within and outside the school deficiencies that hamper their movement and learning. In other sense, these children need specially designed equipments and modified teaching-learning environment to compensate their disability and learning. Inclusion settings allow children with and without disabilities to play and interact every day, even when they are receiving therapeutic services. When a child displays fine motor difficulty, his ability to fully participate in common classroom activities, such as cutting, coloring, and zipping a jacket may be hindered. While occupational therapists are often called to assess and implement strategies outside of school, it is frequently left up to classroom teachers to implement strategies in school. Collaborating with occupational therapists will help classroom teachers use intervention strategies and increase teacher's awareness about student's needs within school settings and enhance teacher's independence in implementation of occupational therapy strategies.

A mainstreamed student attends some general education classes, typically for less than half the day, and often for less academically rigorous classes. For example, a young student with significant intellectual disabilities might be mainstreamed for physical education classes, art classes and storybook time, but spend reading and mathematics classes with other students that have similar disabilities. They may have access to a resource room for remediation of course content. A segregated student attends no classes with non-disabled students. He or she might attend a special school that only enrolls other students with disabilities, or might be placed in a dedicated, self-contained classroom in a school that also enrolls general education students. Some students may be confined to a hospital due to a medical condition and are thus eligible for tutoring services provided by a school district. Less common alternatives include homeschooling and particularly in developing countries, exclusion from education.

II. Objectives

1. To find out the opinion of the pre-service teachers about inclusive education.
2. To find out the opinion of the pre-service teachers at including inclusive education in teacher training curriculum.

III. Methodology of the Study

Sample of the study

200 Pre service teachers who are studying Bachelor of Education in the Shimoga Talluk were participated in the study. Among them 100 were girls and 100 were boys.

Tools used for the study

A survey was the sole means of data gathering for this study. For the study the Self prepared and found validity and reliability questionnaire was used. Under two objectives nearly 35 questions were prepared ultimately 25 questions were selected by item validity and item analysis. Split half reliability was established and the reliability was $r=.86$ so it can be said that the questionnaire was reliable. The items were in the form of positive statements with yes or no responses, the scoring to the items were, for yes 1 mark and for no 0 mark was awarded.

Statistical Technique used

The Percentage analysis was done for present study.

IV. Results and Discussion

The overall results of main two objectives were presented in the present synopsis. All the pre-service teachers opinioned that they accept the inclusive education which helps the physically and mentally challenged pupils to come to main stream. Participants opinioned that by including physically and mentally challenged persons into main stream they can feel they are also like normal human beings, they can adjust to environment and they can try to learn normal things in their life. But participants opinioned that teachers should be trained well to teach them and teachers should good hearted to arouse their feelings into positive manner.

The pre-service teachers accepted that the curriculum of Bachelor of Education and Diploma in teacher education should incorporate inclusive education as a subject and give the opportunities to the pre-service teachers to teach these students during their practice teaching.

V. Conclusion

If education is a fundamental right, then children with special needs also deserve an equal chance at pursuing their academic aspirations. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. The Right to Education (RTE) must apply to all. Hence, it is important to integrate these children into regular schools to help them socialize and build their confidence.

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