



CRITICAL ANALYSIS OF TEACHER TRAINING PROGRAMME IN INCLUSIVE EDUCATION

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ABSTRACT

Teachers play a crucial role in providing inclusive education; therefore, it is essential to train them accordingly. Comprehensive teacher training will enable the teachers to understand and respect differences and create a safe, inclusive & welcoming classroom for every student. Additionally, teacher training build teachers' capabilities in various instructional methods, allowing them to cater to every student's needs and promote inclusivity in education. These training programs also enable the teachers to collaborate with other professionals to further make education more inclusive. Teachers are essential component to ensure quality environment for inclusive classroom. With increased complexity in educational environment, teachers are facing various challenges which require theoretical and practical knowledge potential behaviour of learners. Teachers with experience of teacher training program should be skilled with or without disability in same classroom environment. This paper is an attempt to critical analyse the teacher training programs in Inclusive Education.

Key words- Inclusive Education, Teacher Training Programs & Policies formulated by Govt.

INTRODUCTION

Welcome to the world of Inclusive Education, where every students unique potential is not just recognized but celebrated. Imagine stepping into a classroom where diversity is the norm, where individual differences are considered colourful gems, and where the magic of learning knows no bounds. Govt. of India has announced in February 2006- "The National policy for persons with Disabilities, implementation of which has been entrusted to the ministry of social justice Empowerment". In its policy statement, it has recognized that persons with disabilities are valuable human resources for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. By

declaring education, the most effective vehicle of social and economic empowerment, it has pledged to provide free and compulsory education to all children with disabilities up to the minimum age of 18 years by emphasizing a need for mainstreaming of the persons with disabilities in the general education system through inclusive education.

INCLUSIVE EDUCATION

Inclusive Education represents the latest trend in the provision of placement or alternative programs suggested in the field of education to the exceptional and disabled children. Inclusive education is the act of ensuring all children, regardless of their differences, have the opportunity to be in the same classroom as other children of their age and as a result, have the best possible exposure to the curriculum.

According to UNESCO(1994) “Inclusive Education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion from education and from within education.” It clearly indicates here that inclusive education promotes a learning environment where the individual needs of the learners are met and every learner has an opportunity to succeed. Inclusive Education respects, acknowledges and maximises the potential of all the learners. It includes Inclusive Education put into place structures, system and strategies that equally caters to the needs and differences of all the learners.

With increased complexity in educational environment, teachers are facing various challenges which require theoretical and practical knowledge potential behaviour of learners. Teachers with experience of teacher training program should be skilled with or without disability in same classroom environment. In the ever-evolving landscape of education, not all teachers receive the comprehensive training they need to navigate the diverse and dynamic terrain of Inclusive Education. It's like setting sail without a map or compass, hoping to reach uncharted shores. Teachers play the roles of both students and guides, navigating through the complex world of specialised teaching methods and strategies. They rely on continuous professional development programs and access to helpful resources like a compass and map, empowering them to gain the skills and knowledge they need.

TEACHER TRAINING PROGRAMS

Training programs for teacher are necessary for the 21st century as today's generation of students comprehend better and learn faster with innovative methods rather than just traditional teaching methods. Students today need personalisation in education. The Indian Education system has been seeing the classroom as a whole & not as individual students, which is unfair to many students.

Each student is unique in different ways, including in the way they think, understand, analyse and go about academics. It is, therefore, significant for our existing education system to bring in this change. Training teachers to view their students as unique individuals with varied

learning styles is a game changer. Once teachers comprehend this and know how to cater to the several learning styles, they will positively impact hundreds and thousands of students.

Teacher training is also more crucial now than ever as teachers today are struggling with identifying and padding the learning gaps in students to bring them up to grade level. Without the right knowledge skills and tools, teachers cannot be reasonably expected to tackle these challenges on their own. With the help of sound training programs, teachers' capabilities can be further enhanced for the better.

Benefits Of Teacher Training Programme

1. **PROFESSIONAL GROWTH-** When teachers attend training programs, it provides them with the opportunity for continuous professional development- to learn new ways, strategies, methods, skills and tools. When teachers get up skilled, they feel confident, motivated and happy to achieve greater things with their students.
2. **BETTER STUDENT MANAGEMENT-** As a teacher it is vital to know, understand and analyse students effectively. Teaching twelve-years-olds cannot and should not be the same as teaching five-year-olds. Therefore, teacher training materials help teachers to better understand and therefore, better manage their students.
3. **EQUIPS TEACHERS WITH MODERN PEDAGOGY STRATEGIES-**Through a holistic training program, education especially those who have been teaching for several years and therefore not likely to be aware of advanced technology, practices and methodologies, acquire modern methods and techniques which they can use in the schools to educate their students better.

B.Ed Programmes

Teacher Training for inclusive education facilities, learning strategies for effective communication and collaboration with families, including those from diverse backgrounds and cultures. This will include training in effective as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology and learner-centered and collaborative.

Shorter Post-B.Ed Certification

Courses will also be made widely available at multidisciplinary college and universities, to teachers who may wish to move into more specialised areas of teaching, such as the teaching of students with disabilities or into leadership and management positions in the schooling system or to move from one stage to another between foundational, preparatory, middle and secondary stages.

In-Service Teacher Education Programmes

It will include awareness and knowledge of how to teach children with specific disabilities as an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.

Building Capacity of Alternative Schools Teachers

It defines the teaching of science, mathematics, language and social studies will be developed including orientation to new pedagogical practices.

Libraries And Laboratories

Adequate reading materials like books, journals, etc. and other teaching-learning materials will be made available. High-quality modules to teach Indian Sign Language and to teach other basic subjects using Indian Sign Language will be developed and made available.

To be an effective teacher in an inclusive setting does not merely mean that you should have the right qualifications, in terms of a degree or diploma in teaching students with special needs, but there are other crucial skills that qualify us to be an effective teacher.

1. The ability to manage the classroom- It is integral that a teacher is able to handle behavioural problems in the classroom so as to maximize the process of teaching and learning. Furthermore, they are able to set high standards and expectations during the lessons that motivate the students to work to their maximum potential. An effective teacher will also adapt a range of strategies that will assist students to be a task and minimise any interruptions.
2. The ability to give regular and prompt positive feedback during all classroom activities- This ability to give feedback helps to build strong positive relationships with the student and teacher and hence provide opportunities for the students to become reflective learners.
3. Their ability to create appropriate conditions for instruction- This simply means that the mode of instruction that is taking place in the classroom is varied and targeted to meet the learning needs of various learners. By doing so, the teacher is able to get the message across to the different learners using varied strategies. Invariably, all the learners are going to benefit rather than just a specific group of learners. This makes the learners feel a sense of belonging and gives rise to their level of self-motivation and success.

CURRICULUM FOR TEACHER EDUCATION PROGRAMME

It is essential to reconceptualise and redesign the curricula for teacher education programme:

1. Provision of a full compulsory paper related to the adjustment and education of the CWSN in the syllabi of teacher education courses both at the primary and secondary levels.
2. Provision of providing richer first hand experiences and training by arranging their teaching practice programmes in the inclusive setup of the practicing schools.
3. Provision of helping them to acquire necessary knowledge and skills related to the organisation of co-curricular activities and other social experiences with reference to the needs of CWSN in the inclusive setup.
4. Provision of acquiring necessary knowledge and skills related to the organisation of support services to CWSN in inclusive setup.
5. Provision them first hand experiences of the working of the special school and the specialised institutes at the national level in the education, adjustment and welfare of the CWSN.

6. Orienting the student teachers about the need and purpose of introducing inclusion as the fundamental policy in school education.
7. Orienting them in terms of their acquaintance with the policies and programmes introduced by government at the central and state levels for the education, adjustment and welfare of CWSN including the constitutional provisions meant for this purpose.

SOME SPECIAL SKILLS FOR THE TEACHERS

1. Education And Computer Skills Training- Teachers should be given training on computer skills including utilising a keyboard, mouse and menu bars in the school setting. To build capacity in dealing with the diversity of student needs learning styles, classroom teachers need on-going education and both pre-service and in-service training on inclusive education practices and counselling skills.
2. Attitudinal Changes And Creating Awareness- For inclusive education to succeed, it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion. They must be firmly convinced of the benefits that inclusive practices bring to all children.
3. Organise Training Workshops For Key Community Members- Organise training workshops for key community members on general inclusive education techniques, especially those which highlight how such techniques can benefit all children by improving overall quality of teaching.
4. Integrate Knowledge About The Benefits Of Inclusive Education- Integrate knowledge about the benefits of inclusive education into initial training programmes for student teachers in colleges and universities.
5. Collaboration And Participative Techniques- It not only enhance learning outcomes, but also reduce prejudice and discrimination among children.

ROLES AND RESPONSIBILITIES FOR INCLUSIVE EDUCATION TEACHER-

1. Collaborate With The Regular Education Teacher- Inclusion students in the general education classroom will have a regular education teacher as well as inclusion teacher. Both teachers are required to work together to meet the needs of the inclusion students. The inclusion teacher and regular education teacher should frequently discuss and assess the progress of the inclusion students.
2. Address Parental Concerns- The inclusion teacher should be prepared to address parental concerns. While not all parents will be as involved as others, the teacher should always be willing to discuss the inclusion student's progress with the parents.
3. Complete Required Paperwork- Inclusion teachers are responsible for writing annual IEPs. Inclusion teachers may also conduct alternate assessments of those students who are not able to participate in the customary curriculum tests administered annually.
4. Accommodate Inclusion Students- Inclusion teachers must accommodate special education students on their Individualised Educational Plans (IEPs). Each student will need different accommodations according to his disability.

5. Modify Assignments And Tests- Most special education inclusion students will need modified assignments. Modifications may include reducing the number of problems or items, limiting multiple choice answers and omitting certain items.

PROFESSIONAL ETHICS FOR INCLUSIVE TEACHER EDUCATORS

1. The inclusive teacher is a professional educator committed to his community, who recognises individual differences and considers them in his educational intervention actions.
2. The inclusive teacher by their multi-tiered formation has a holistic educational view with strong skills and experience in order to participate in diverse contexts.
3. Inclusive teacher works together with other institutions to build a collaborative network, connecting colleagues and diverse professionals, interchanging knowledge and making new friends.
4. Inclusive teacher promotes educational research projects to develop innovation.
5. Inclusive teacher participates in diverse social and educative programs in each community.
6. Inclusive teacher supports the collaborative work of all teachers because it is the best way to attend to the diversity of our schools. In this sense, the mentoring process has a transcendent role.
7. Inclusive teacher chooses the best student profile for teacher education.
8. Inclusive teacher enriches the teacher preparation programs, with transversal competencies along the curricular plan.
9. Inclusive teacher increases all professional skills in terms of alternative and augmentative communication systems such as Braille, Sign Language and Communication Board through a supplementary program.

INCLUSIVE EDUCATION POLICIES

The past few decades have seen many new policies being launched by the government of India both in terms of legislation, policies and schemes in order to address the educational needs of children with disabilities. In 1947 Government of India launched the integrated education for disabled children scheme (IEDC) in 1987 the Project Integrated Education (PIED) for the disabled, the district primary education program (DPEP) with aims to move towards “Universalization of Elementary Education” and ‘Sarva Shiksha Abhiyan” (SSA) in 2001 for meeting the EFA goals.

INTEGRATED EDUCATION FOR DISABLED CHILDREN SCHEME (IEDC)

The categories covered under the scheme are 1. Orthopedically Handicaped, 2. Blind and Visually impaired, 3. Hearing Impaired, 4. Mentally Retarded (educable) 5. Cerebral Palsy.

1. To provide educational opportunities for disabled children in common schools to facilitate their retention in the school system.
2. To integrate the disabled children with the general community at all levels as equal partners.
3. To prepare them for normal growth and to face life with courage and confidence.
4. To provide books and sanitary allowance, uniform allowance, transport, escort allowance, reader allowance and actual cost of equipment subject to maximum of Rs 2000/- per child a period of five years.

PROJECT INTEGRATED EDUCATION FOR THE DISABLED (PIED)

1. This scheme was launched in 1987 by ministry of Human Resource Development along with UNICEF.
2. In this scheme there lies shift in strategy from school-based approach to a composite area approach.
3. A cluster of schools is taken as the project area. All the schools in the area are expected to control children with disabilities.
4. All the essential facilities pooled for a cluster or block, can be made available for all the included schools and disabled children in that cluster.

DISTRICT PRIMARY EDUCATION PROGRAM (DPEP)

1. DPEP was launched, as a centrally sponsored scheme by the ministry of human resource development in 1994 in 42 disabilities of seven states for providing access to primary education to all children regardless of their disability or non-disability.
2. It supports community mobilization and early disability detection
3. It provides in-service teacher training
4. It make provision for resource support
5. It also provides educational aids and appliances
6. Make provisions for the removal of architectural barriers

SARVA SIKSHA ABHIYAN

SSA a project launched by the dept. of elementary educational and literacy of the ministry of human resources development, Govt. of India has exclusive provisions for Inclusive Education to all children with special needs for achieving its target of UEE in the age group of 6-14 years by 2010.

1. Educational necessities of the CWSN can be met by providing suitable resources to support them in regular schools and giving them chance to have education in the most appropriate milieu, i.e., inclusive set up of the regular schools.
2. It helps to provide education and training to the disabled children and special education teachers and professionals.

NATIONAL CURRICULUM FRAMEWORK (2005)

It focussed on the necessity of integrating children with physical and mental disability in general society as identical partners and for preparing them for normal growth and facing life challenges with determination and confidence.

OTHERS

1. A national policy for persons with disabilities has also been framed in 2006- We have a comprehensive national action plan for the Education of children and youth with disabilities in place since 2006.
2. Inclusive Education of the Disabled at the Secondary Stage (IEDSS) has been launched in January 2009; as also universalization of secondary Education is the mandate of Government of India.
3. Further the eleventh five-year plan of India (Go I 2008) has marked “Inclusive Growth” as its focus and has earmarked substantial financial provisions to make this inclusion a reality.

REFLECTION ON TEACHER EDUCATION FOR INCLUSION

Inclusion requires a wider vision and specific competencies for all teachers. Now the teachers need to know the diversity present in the classroom, and be skilful to attend learners with a range of diverse needs, ability, capability and interests. In this frame, it is imperative to have teacher readiness for inclusion in all curricular plans for pre-service teachers, also for in-service teachers, with the following professional aptitudes:

- Researcher: Always searches for explanations about their educative reality, has intellectual skills to propose diverse hypothesis, solve problems, generate innovation and face real challenges in the field of education.
- Strategic: A professional with strong self-regulation, skills for planning, guiding and assessing, not only their own intellectual resources about the learning of curricular issues but also in their performance as a teacher. Always has an attitude to learn and improve. Uses thematic, interdisciplinary curriculums and accommodate students’ individual learning styles.

- Resilient: Always moves towards the future, in spite of difficult situations, by making healthy adjustment against adversity.

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