

Teacher Education to Support Inclusion

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Received: 10 April 2016; Revised: 23 April 2016; Accepted: 30 April 2016

Introduction

The Right to Education Act, The 93rd Amendment to the Constitution made it mandatory for the Government to provide free and compulsory education to “all”, including children with disability. Now India has joined the group of those countries who provide for a constitutional guarantee to free and compulsory education. The enforcement of this Right has made it a joint responsibility of Central and State Governments to provide free and compulsory education to all children in the country.

What is Inclusive Education?

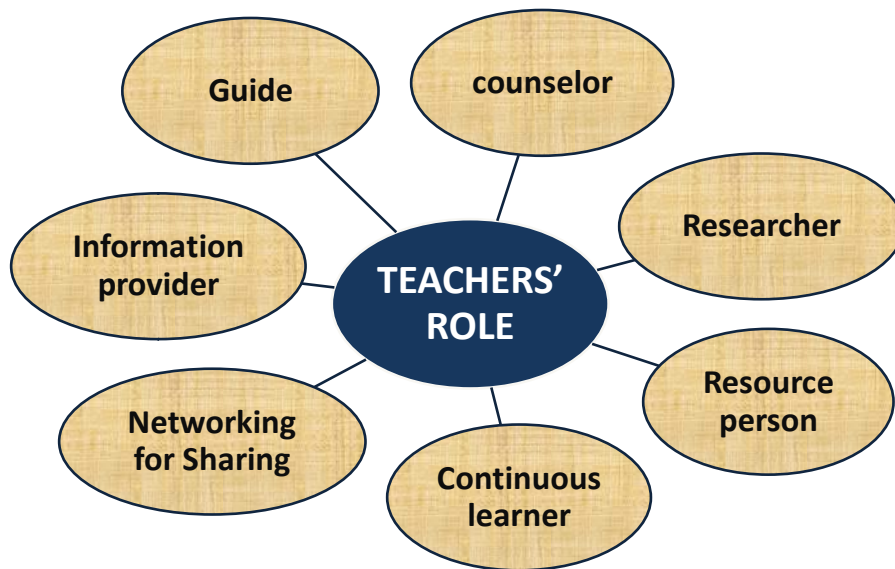
“Inclusive Education refers to the educational practice base on the philosophical belief that all



learners, those with disabilities and those without, have a right to be educated together in age appropriate class groups, and that all will benefit from education in regular classrooms of community schools Within these settings teachers, parents and others work collaboratively using appropriate and sufficient resources to interpret and enact the regular curriculum in a flexible manner in accordance with the individual abilities and needs of all learners.” Prof Gary Bunch.

Teachers’ Role In Inclusive Education Is Crucial As:

- **Immediate executioners**
- **Establish the relationship between educational ends and means**



Specific Knowledge Understanding and Skill Requisites

- ✓ **Knowledge of:**
- Informal screening procedures
- Knowledge of the procedures to facilitate peer-acceptance.
- Knowledge about resource requirements and support services available.

- Knowledge of behaviour management techniques and skill to carry out behaviour modification appropriately.
- For effective communication functional knowledge and understanding of specific language skills and techniques such as Braille, Sign language etc.

Understanding of:

- The complexities of inclusive classroom teaching.
- The legal issues involved in education of children with disabilities.
- Different types of disabilities and their characteristics.
- The problems of children with disabilities which certainly are different from other children.
- Educational strategies and psychological aspects of disability.
- Techniques and methods to enhance their learning such as peer-tutoring, grouping,
- Ability to prepare class for inclusion and acceptance of CWD.
- Understanding of curriculum.

✓ **Skills and abilities to:**

- Assess the needs of students and to set the goals.
- Collaborate for meeting the needs of all children within the normal regular classroom.
- Chaining, programmed learning etc.; and ways to make them more effective to fulfil the needs of an inclusive classroom situation.
- Evaluate learning of the children with disabilities & manage learning environment.
- Teach fundamental and social skills (particularly for primary level teachers).
- Carry out individualized teaching.
- Classroom management skills
- Establish effective parent-teacher relationship.
- Take initiative for technological adaptations and usage (like computer etc.)

Analysis of Curriculum in Terms of Scope

- Focus is on average learners.
- Curriculum – contains a full paper entitled Creating an Inclusive School , it is compulsory for all

Objectives of the Course

- To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of “Education for All”.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

Course wise objectives though encompass the orientation of inclusion but no explicit statement in objectives to guide the execution of the programme leading any disability while transaction

Attempts to provide experiences and understanding about the characteristics and needs of different types of learners through its coverage but it limits the scope of providing quality and relevant experiences to pupil-teachers

NCTE has not mentioned for special teacher educators to teach this paper in its norms.

Each area in the curriculum has an ample scope to be translated in reference to the inclusive education; however, to ensure that the desired knowledge, understanding, and skills are developed in prospective teachers for inclusive set-up specification in curriculum outline is required.

Ways to Cope With

Sound Planning and development of Teacher Education requires –

- Clear definition of teacher’s role in terms of tasks they are required to perform, i.e. scenario based approach (task analysis approach) should be followed to develop teacher education programme.
- Task analysis would help in determining:
 - the type of knowledge teachers require to perform their work

Chetana Education International/ March 2016-June-2016; Vol 1, No.

Study of.....

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- attitude to be developed in teachers
- behavioral characteristics required to be developed in prospective teachers
- and finally the nature of curriculum
- Curriculum for education and development of teacher educators also needs revision in the similar manner as for teachers considering the requirements of inclusion.

Theoretical Component of B.Ed. Programme must include:

- Compulsory paper on disability for all prospective teachers to provide a clear understanding and to sensitize them about the characteristics, needs, problems and challenges of CWD.
- The papers dealing with the areas such as psychology, child development, sociology etc. are needed to be readdressed. These areas must wrap things like psychology of disabled, marginalized etc., their psycho-social challenges and problems, their behaviour pattern, and means and ways to deal with challenges of diversities in abilities, background etc.

Overhauling of Practice Component of B.Ed. Programme requires:

- Provision for frequent compulsory visits to the centres and schools dealing with diverse children, and also for working there for at least 15 days. This must be given weightage in evaluation.
- Inclusion of delivery of lessons with children with disabilities in Practice teaching.
- Simulated situations can be created by bringing different types of students (normal and challenged) together to provide practical experience to the prospective teachers to prepare them well for actual scenario.
- Practice teaching with children with disabilities or in inclusive classrooms must be given adequate weightage in the evaluation.
- Component of community work should be strengthened to provide them with firsthand experience in the actual set-up.
- Prospective teachers must be given functional level exposure in communication strategies or skills like Braille, Sign language etc.

Conclusion

In order to meet the challenges and surmount the hurdles that stand in the way of implementing

Right to Education Act, it is needful to concentrate all efforts with full dedication and commitment. Not only the central and state governments but the nation as a whole should take responsibility in this regard.

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