

Preparing Teachers for Inclusive Education for Social Justice and Empowerment

Dr. Seema Kaushik

Dept. of Education, Shri Tikaram Kanya Mahavidyalaya, Aligarh, UP, India

Abstract

Inclusive Education is a new approach towards educating the children with disability and learning difficulties with that of normal one's within the same roof. There is an emerging consensus that children with special education needs should be included in the education arrangements made for the majority of children.

In India teacher training in special education is imparted through both face to face and distance mode. Different kinds of teacher training programs are being implemented under SSA to orient elementary teachers towards inclusive education. Many teachers have been provided three of five days additional training for better orientation to inclusive education.

At present the capacity of teacher education programs to Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. Inclusive education should cover not only children with mild disabilities (who are educable), but also street children, children from remote and nomadic population and children from other disadvantaged and marginalized area of groups. There is an emerging consensus that children with special education need should be included in the educational arrangements made for the majority of children. This is the essence of inclusive education. In the prevailing Indian take care of disabled and disadvantage children in inclusive setting is quite limited. To do justice to inclusive education and to provide it to the challenged learners in manner it was conceived, teacher education program have to be suitably strengthen incorporating relevant components.

Inclusive education is a precondition for social justice and empowerment. Hence, it needs to be supported in every way by all methods situation resources are insufficient even to provide quality mainstream schools for common children.

Keywords

Inclusive Education, Mode, Strategies, Specialized Training, Curriculum Adaptation.

The principle of inclusive education was adopted at the world conference on Special Needs Education: Access and Quality and was restarted at the World Education Forum. The 93rd Amendment to the constitution of India (Now remembered as the 86th) as passed by Lok Sabha on November 28, 2001, makes it mandatory for the government to all children of the age of 6-14 years' with its preamble clarifying that all include children with disabilities as well. The National Policy on Education, 1986 and Programme of Action (1992) stresses the need for integrating children with special needs with other groups. In late 90 (i.e. 1997) the philosophy of inclusive education is added in District primary Education. With its child centered pedagogy, DPEP set a stage where children with special needs could be provided learning opportunities tailored to their needs. Rehabilitation council of India Act 1992 that makes it mandatory for every special teacher to be registered by the council and lays down that every child with disability had the right to be taught by a qualified teacher.

I. Mode of Special Education in India

Children with disabilities are educated in India through special schools. There exists a few schools exclusively for blind and deaf under government sector. But there is not any special provision in mainstream government schools for education other disabled children like low vision, leprosy cured, hearing impaired, locomotory disabled mentally retarded, mentally ill, autism affected, cerebral palsy affected and multiple disabled. These children with disabilities are nurtured to some extent through the special schools of non government sector.

II. The Preparation of Teachers

In India teacher training in special education is imparted through both face to face and distance mode.

III. Pre Service Training

In India, there is provision for pre-service teacher training in special education, but it is mainly concentrated in secondary level training. The teacher training course curriculum of general service training programs neither fully equip the teachers and teacher educators to deal with the child with special needs. For this NCERT, has set up group under the National Curriculum Framework Review to examine the pedagogic inputs and classroom reorganization required for child with special needs. Even UGC National Educational Testing Bureau has already included 'Special Education in curriculum of its educational discipline. It includes details about special education, integrated education, education of mentally retarded, visually impaired, hearing impaired, orthopedically handicapped, gifted and creative, learning disabled children and education of juvenile delinquents, The post graduate department of India is on way to strengthen the disability element in their respective curriculum.

IV. In Service Training

Different kinds of teacher training programmes are being implemented under Sarva Shiksha Abhiyan to orient elementary teachers towards inclusive education. Two training modules Ujala III (2006) and Samanth (2006) has been developed with specific focus on initial screening of children with special need and basic classroom management skill. Besides this the teachers are also being exposed to the concept of inclusive need based pedagogy through training on principles of effective teaching such as classroom organization seating arrangements, evaluation process etc.

V. Teaching Strategies For Inclusive Education

Disabled children have some unique and distinctive challenges. Not only these student demand more time and patience but also require specialized instructional strategies in a structured environment that support and enhance their learning potential

- Provide frequent progress checks.
- Let them know how well they are in achieving class goals.
- Give immediate feedback.
- Make activities concise and short.

- Provide them concrete objects and events items.
- Provide specific praising comments.
- Repeat instructions if needed.
- Offer information in both written and verbal format.
- Encourage cooperative learning activities.
- Provide open door for a happy stress free teaching environment.
- Work with child interest and emerging skills.
- Provide assistive devices with aids and equipments.
- Provide reading material, special educational technique and remedial teaching curriculum.

Intensive teacher training should be undertaken to sensitize regulars teacher on effective classroom management of children with special needs. Resource support could be given by teacher working in special schools. Specially trained resource should be appointed for teaching special skills to children with special needs. Individual education plan should be prepared by the teachers for every child with special need. Researches in all areas of education of children with special need including research for designing and developing new assisting devices, teaching aids, special teaching materials and other items should be encouraged.

Small group meetings with teachers may be held where the administrator presents the programme in a formal manner. Free expression of ideas and apprehensions should be permitted during such meetings to allow teachers to clarify their doubts and seek appropriate answers. Negative attitudes, lack of affect and poor preparation of teachers have been recognized as causing more harm than good in initiating inclusive practices. Inviting experts and practitioners working in the field and sharing concrete examples of good practices already being implemented elsewhere may prove useful in inspiring and motivating the teachers.

It is desirable that at least of few regular teachers of the school undergo specialized training to work with children with special needs. Short-term and ongoing in service training programmes for teachers organized by governmental agencies such as the National Council for Teacher Education (NCTE) or a local NGO may prove useful in this regard. Gradually, these skills must be imparted to all the teachers of the school.

Apart from imparting academic concepts, children may be given tips on organizing their work, following complex instructions by breaking them down, developing regular work habits, simplifying text, note-taking, drawing conceptual maps and improving oral communication skills. Including extra-curricular activities as an integral component of the curriculum for the children with special needs must be emphasized. This would go a long way in boosting their self-confidence, learning new skills, exploring creative abilities and most importantly, in enabling their social and emotional adjustment. When all the children of the school participate in school activities equally in a non-threatening environment, inclusion would truly happen.

Teaching methods adopted to work with children in the classroom must complement curriculum adaptations. Goal directed, individualized strategies using methods like preparing the Individualized Education Plan (IEP) are recommended. Special attention may be paid to pace of learning and the level of performance of each child in class. In general, it would be beneficial for all the children in class if strategies like problem solving, experimentation, questioning, and concentrating on areas of difficulty are encouraged more than rote learning. Short breaks to retain attention span, peer teaching, co-teaching with Resource Room teachers, and using creative and interactive teaching aids

are likely to support curriculum adaptations.

Inclusive education is a precondition for social justice and empowerment. It is a growing concept and evolving practice and it needs to be supported in every way and by all mean. At present the capacity of teacher education programs to take care of disabled and disadvantaged children in inclusive settings is quite linked to do justice to inclusive education and to provide it to the challenged learned teacher education programs & have to be suitably strengthened incorporating relevant components. Needless to add that challenged learners receiving inclusive education should be facilitated in their learning by providing them with necessary equipments and customized learning materials.

References

- [1] Chatterji. G, "The movement for inclusive Education", 2003.
- [2] Dash. N, "Inclusive education why does it maltese?", *Edutraeks*, Vol. 5, No. 11 July 2006.
- [3] NCF 2005 National curriculum Framework NCERT New Delhi.
- [4] Sanjeev. K, Khagendra. K, "Inclusive Education in India. *Electronic Journal for inclusive educion*, Vol. 2 No. 2, 2007.
- [5] Madan Ankur, Sharma Neerja, "Inclusive Education for children with Disabilities: Preparing Schools to Meet the challenge *Electronic Journal for Inclusive Education*, Vol. 3, No. 1, 2013.
- [6] Srivastava Vivek Kumar, Kumar Amit, "Innovations in Inclusive Education of the Disabled", *New Trends in Education*.



Dr. Seema Kaushik is Associate professor in Education in Sri Tikaram kanya Mahavidyalya Aligarh. She received her Ph.D degree in Education in 1992 from institute of advanced studies Meerut university Meerut. She has presented papers in national and international seminars and conferences.