

## Preparing Prospective Teachers for Inclusive Education

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One of the greatest challenges for teacher education is posed by the demands of inclusive education, but surprisingly little attention has been paid to this important topic. In the 48<sup>th</sup> International Conference on education 'Inclusive education: The way of the future' (UNESCO IBE 2008) identified teacher education as a key area for future development. In calling upon the international community to adopt inclusive education as a way to achieve the goals of Education for All (EFA), UNESCO recommended six actions specific to teacher education and development:

1. Reinforce the role of teachers by working to improve their status and their working conditions and develop mechanisms for recruiting suitable candidates, and retain qualified teachers who are sensitive to different learning requirements.

2. Train teachers by equipping them with the appropriate skills and materials to teach diverse student populations and meet the diverse learning needs of different categories of learners through methods such as professional development at the school level, pre-service training about inclusion and instruction attentive to the development and strengths of the individual learner.

3. Support the strategic role of tertiary education in the pre-service and professional training of teachers on inclusive education practices through, inter alia, the provision of adequate resources.

4. Encourage innovative research in teaching and learning processes related to inclusive education.

5. Equip school administrators with the skills to respond effectively to the diverse needs of all learners and promote inclusive education in their schools.

6. Take into consideration the protection of learners, teachers, and schools in times of conflict.

In inclusive education children with and without disabilities educated together in their neighbourhood school & community. All students in general education classes; having instruction in the core curriculum content and participating in extracurricular activities. General and special education teacher consultation and collaboration to incorporate special supports and services into age-appropriate school and community environments flexible and individualized decision making about services, supports, and locations for instruction. Opportunities for building social networks and friendships and having planned and facilitated social network and relationship building.

The structure of teacher education and teacher qualifications vary from one state to another and one country to another. Inclusive education represents an area of teacher professional knowledge, regardless of national difference in form or structure. The teachers are facing a large number of challenges and problems at the time of teaching and learning. Some times teachers do not have the requisite knowledge and skills to teach. In India, the issue of education of children with disabilities remains imperceptible, hidden from the public domain, a private problem for families and NGOs to deal with. It's a right time to wake –up the governmental agencies as well as mainstream institutions to the reality that 'segregation' of children with challenging needs is morally unjustifiable and a violation of human rights. Indeed there is no other way to provide education to 27 million disabled children and seventy-eight percent rural population of India without provision for special schools. Therefore, inclusive schools have to address the needs of all

children in every community and the central and state governments have to train their teachers to manage inclusive classrooms. In this respect teacher training is very important to train the teacher in inclusive education.

The paper is based on the research study on inclusive education for perspective teachers of Gujarat and Rajasthan.

### **Objectives**

Following are the objectives of the study:

1. To find out the knowledge of perspective teachers about inclusive education (through pre- test)
2. To provide knowledge and understanding to perspective teachers about inclusive education
3. To develop skills among the perspective teachers through training related to inclusive education to teach different category of students.
4. To find out the understanding about inclusive education among the perspective (through post – test)

### **Justification and Need of the Study**

Apparently, evidence indicates that teachers need to be well-trained, well-equipped, and well-prepared in having adequate knowledge, and possessing practical and efficient skills as well as useful experience in order to not only provide inclusive education with the aim of meeting with all students' needs. At present the teacher trained only to teach classes of general students. They are not getting any knowledge to teach disabled and special students, like low vision, hearing impaired, mentally - retarded, mentally - ill and multiple-disabled. The new vision of education is the fruit of continuing development of the Millennium Development Goals which has not yet successfully reached its target in relation to the achievement of universal primary education as set (United Nations, 2015).

Through dedication and sacrifice of relevant organizations such as United Nations, United

Nations Educational, Scientific and Cultural Organization and the World Bank. Subsequently, it leads to an undeniable situation for all state parties to also act as advocates in progressing and expanding inclusive education at the local level within their own country. Such significance of having education accessed for all children was first mentioned on the Education for All: World Conference on EFA (United Nations Educational, Scientific and Cultural Organization, 2015) back in 1990. Since then, constant attempts have been steadily generated regardless of any failures and impediments occurred along the process. A paper titled 'Defining Quality in Education' which was presented by the United Nations Children's Fund at the meeting of the International Working Group on Education in 2000 also precisely points out a necessity of having teachers who are adequately educated and trained when it comes to delivering quality education for 'all' children. It is further indicated within the paper that one of the components that needs to be included when defining quality education is the processes in which teachers who are well-trained employ child-centred approaches and teach in classrooms and schools with good management along with adept assessment in order to assist the progress of learning and decrease disparities (United Nations Children's Fund, 2000).

In this regard one of the major problem is qualifications of teachers and training to handle inclusive education. Through training the perspective teachers can know how to make best use of their knowledge related to inclusive education to teach special learners with the other students. In Gujarat and Rajasthan some schools are available for Blind, Deaf and Dumb and one or two type of disability and the teachers are not properly trained. For effective class room teaching to disable students with general group teacher should be perfect trained.

Research Questions: The study answer the following research questions:

1. Is short training helps to the perspective teachers to understand the concept of inclusive education?

2.Through training are the perspectives teachers prepare and trained to teach inclusive setting of class-room?

3.Is inclusive education training programme developing confidence among the perspective teachers to teach inclusive class room?

### **Sample Selection**

Total 100 B.Ed. trainees of first semester of two teachers training Colleges one from Gujarat and one from Rajasthan state were selected for research study. 50 students from one college were selected by purposive sampling.

### **Methodology**

The research study was based on quasi experimental Method totally based on teaching-learning activities. Pre and post test were used to know the result of teaching. With classroom teaching co-curricular activities also organized for 21 days. In Programming the selected topics for teaching were based on inclusive education i.e; concept of inclusive education, importance of inclusive education for perspective teachers, teaching and learning process related to inclusive education, skills and material to teach diverse student population, diverse learning needs of different categories of learners, innovations and researches in inclusive education. Literary, cultural, sports and games were organized as co-curricular activities to develop the feeling and understanding of inclusiveness. After 21 days evaluation was done by post test.

### **Tools**

1. Questionnaire : Self made questionnaire was used for pre and post test
  2. Interview Schedule
  3. Observation Schedule
- To supplement the questionnaire interview and observation schedule were used

### **Analysis and Interpretation of the Data**

For analysis and interpretation of data percentage was used.

### **Findings**

Following are the main findings of the study:

1.In post- test the answer of 99 % perspectives teachers shows that the short training programme was knowledgeable and they understand very well about inclusive education.

2.On the basis of post- test answers 97 % perspectives teachers develop good skill to teach inclusive setting of class-room?

3.The Interviews and observations shows the difference between pre and post test. After training 97 % perspective teachers answered with good confidence and ready to teach in inclusive class room.

4.To test the objectives 97 % perspective teachers gain good knowledge about the different aspects of inclusive education.

5.On the basis of available data 97 % perspective teachers understand inclusive education very well.

6.99 percent perspective teachers were in favour of Continuous training and teaching programme based on inclusive education.

7.After 21 days training programme 97 % percent trainees gain good confidence to explain the positive aspect and need of inclusive education classes.

8.96 % perspective teachers shows very imperative attitude towards implementation of inclusive education.

9.All perspective teachers unanimously reported that there was an insufficiency of knowledge and skills taught during their B.Ed. training to teach in inclusive classrooms. They revealed that in their syllabus they have only one subject which roughly introduced to children with special needs, special

education, and/or inclusive education.

## Conclusion

The B.Ed. curriculum is not fully cover subject elements in relation to inclusive and special education as supposed which, of course, would have an effect on preparation process for pre-service teachers. This ultimately resulted in a lack of skills and knowledge as well as confidence of those teachers when it came to educating students with special needs in practice. Therefore, This study will contribute to fulfil the goal of quality education. It is also helpful to framing the Inclusive education based curriculum for teacher education programme and preparation of perspective teachers at different levels. It is possible that this short training will not provide deeper understanding to the perspective teachers, but they will certainly work for quality education. This study will inspires the educational managers and NGO's to include inclusive education in different levels in their institutions.

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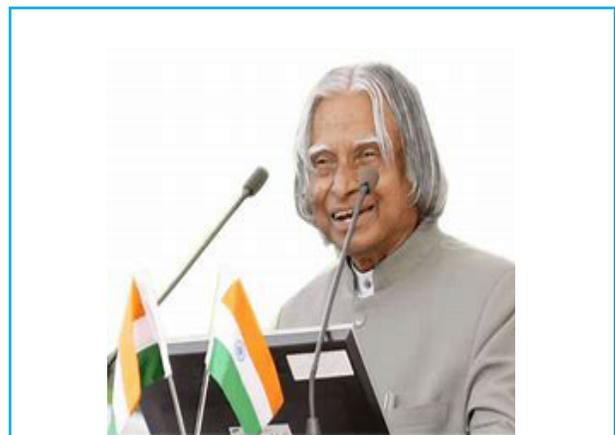
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“A leader gives the credit for success to those who worked for it and absorbs the failures”

-APJ Abdul Kalam