

## Preparing Inclusive Education Teachers: A Descriptive Study

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### ABSTRACT

Disability is not more a health problem but it is more of a social construct. This notion cannot be comprehended and dealt beyond the classroom. In the educational practices since independence disabled children's need has been addressed in variety of ways. These ways were either setting up special educational institutions or integrated education for disabled children. To address the need of child and in his/her holistic development teacher plays a crucial role. International treaties and conventions has argued and urged the nations to address the problems related to teacher training. This paper has looked for sensitiveness of the teacher towards the diversity in the classroom. The paper compares the status of teacher's competence while dealing with disabled children in a classroom. The present paper researcher has used various secondary sources and find out and discussed various concerns and issues in preparing inclusive teachers in India.

### 1. Introduction

Although education has been acknowledged as a predominant factor in social and economic development, and in overcoming poverty and enhancing social equality in different societies (Tabutin and Schoumaker 2005; UNESCO UIS 2001), the world still faces colossal challenges in providing essential educational services, of appropriate quantity and quality, to those entitled to them. To accomplish the task of educating according to needs of child we must start design and build an atmosphere of collaboration and inclusiveness at the pre service level, as well as practices that demonstrate to prospective teachers the possibilities and promise of an inclusive world. Preparing teachers at the pre service level to teach in inclusive settings is essential if our schools are to truly teach all students in inclusive, collaborative, and diverse settings. India's approach to protection and promotion of human rights and child rights, provides for confirmatory action in favor of children. It also gives directions to the State to ensure that children are not maltreated and are given opportunities and facilities to develop sense of freedom and dignity. In 2009, Right to Education Act was enacted in the constitution to make elementary education a Fundamental Right for every child in the age group of 6 to 14 years. The new thrust area facilitated by constitutional (86<sup>th</sup> amendment) Act was education of children with special needs.

### Inclusion

In spite of the fact that there were policies and acts for safeguarding the rights of such children, it is in the form of imparting special education and integrated education. But philosophically, without the concept of inclusion, the objectives of universalization of education cannot be achieved. Inclusive education has been internationally recognized as a philosophy for attaining equity, justice and quality education for all children, especially those who have been traditionally excluded from mainstream education for reasons of disability, ethnicity, gender or other characteristics (Nguyet & Ha 2010). The shortage of well trained and qualified teachers in many

especially among marginalized groups (UNESCO 2010). Overcoming the hurdle of well trained teacher requires policy makers to cultivate a well-qualified and motivated teacher community that is equipped to work in more inclusive settings and deal with children with various educational needs. To realize the goal of providing an inclusive education can only be fulfilled by designing a teacher training programme well equipped. As The Right to Education Act has been passed and implemented all over the country, the job of the teacher becomes very crucial, and so does for the teacher training institutions. Challenges faced by teacher education institutions in India is not new, the others parts of world as facing similar problem.

### 2. Research Methodology

This study is a descriptive study where researcher used various secondary resources and information available by the reports of national as well as international organization and research papers.

#### 2.1 Teacher Education Statuses towards inclusion in various countries

##### China

China's approach to inclusion is based upon their deep rooted historical and cultural Confucian Educational philosophy which embodies educational concept of education. That approach is termed *sui ban jiu du*, is literally translated as "learning in a regular classroom" LRC). LRC is a pragmatic Chinese strategy for placing into schools more of the children with disabilities who had been previously been denied an education (Yu, Su & Li 2011), but this learning in regular classroom has faced various challenges. Identifying a few disabilities and catering to those disabilities in classroom is far away notion from inclusion. This transition approach has raised various issues like teacher incompetence. This has been resolved to an extent with integrating pre service and in service teacher training in China.