

Pre-Service Teacher Preparation for Inclusive Education: A Model for Teacher Education Programs

Dr. R.S.S Nehru ·Assistant Professor, Department of Education, Sikkim University, Gangtok, Sikkim

Dr.N. Reddemma, Assistant Professor , Department of Education, SPMVV, Tirupathi, A.P

Abstract

Inclusion means without any prejudice. It is possible to train the different abilities — the teacher education programs and oriented to variety and promote learning strategies accordingly. The social balance should be interventions to handle the situations in inclusive settings is an essential component. The inclusive classrooms have resulted in pedagogical practices . The teacher trainers who are well in knowledge and skills in able perform continuing. This paper-based on secondary data we are coming with a proposed model for inclusive teacher preparation through Teacher Education programs and its expected outcomes.

Key words: Teacher Education , student teachers, inclusion, inclusive pedagogy.

Introduction

Inclusion means It is possible to train the different abilities. Providing quality education in inclusive settings is an essential component. Will require a quality model of teacher education. Policies, programs, and legislation have implemented for the individuals it needs adequate knowledge, resources, and the system of inclusive education are attitudes concerns policy initiatives, programs.

The pre-service teachers require an essential curriculum. Inclusive practices more productive like practicum to provide inclusion and reflective practices — these strategies to address the specific requirements in the inclusiveness.

The present D.Ed/B.Ed/M.Ed program prepares quality of teachers who in turn improve the quality of school education. The two years program is comprises of 60 per cent theory and 40 per cent practicum. In D.Ed/B.Ed/M.Ed curriculum, the practicum generally in Semester– II will have School & Community Experience of 4 weeks and in Semesters – ‘3’ & ‘4’ includes 16 weeks of School Internship program in Indian Teacher programme curriculum design by NCTE-2014 norms. In this course work only the theory paper was included regarding inclusive education and no scope for practical experience. The orientation on a model for inclusive teacher preparation during school internship facilitates field experience to the student teachers.

Related Literature and data collection

This paper based on Primary, secondary and tertiary data mainly NCTE norms, different Universities syllabus , research studies and policy papers on inclusive education government ,NGO's, apart from UNESCO & UNICF are taken.

Indian studies

Verma, Kr. Rajesh (2012) examined competency mainstream disabilities in regular schools, and the "knowledge assessment tool" is developed by the investigator and used. The reports indicate that most of the teachers (76%) having good knowledge about disabilities and their management in the regular schools in which. Teachers attended several programs on inclusive education, enabled them to improve their experience on general information on limitations, causes, and their management in the regular schools.

Shah et al. (2016) studied that in Ahmedabad, concludes support form training and parents.

Nisha Bhatnagar & Ajay Das (2014) studied explored and for composition by the teachers must be developed.

Das, Kuyini, and Desai (2013) studied on Teachers found that the implications extracted from the study for teacher training in India.

Verma, Kr. Rajesh (2012) examined competency disabilities with a sample (N=500). The knowledge assessment tool was developed by the investigator was used. The reports indicate that most of the teachers (76%) having good knowledge about the disabilities and their management in the regular schools in which. Teachers attended several programs on inclusive education, enabled them to improve their knowledge on general information on disabilities, causes and their management in the regular schools.

International

Omede Andrew, A, and Momoh Danladi (2016), in their article, discussed in-service training programs, exceptional teaching, and the challenges where addressed. The conclusions and recommendations are the government encourages the machinery.

Jodi Peebles and Sal Mendaglio (2014) studied 'approach' 'The Individual Direct Experience Approach (IDEA).' They conclude that for inclusive classroom.

Stuart Woodcock, Brian Hemming, and Russell Kay (2012) surveyed Australian at two phases. They reveal that pre-service teacher's interests and beliefs did not change much on

inclusive exposure education — this study advocate strengthening pre-service teachers with an appropriately balanced theory and practice subjects.

Research Gap and Recommendations

The review reveals that teacher training programs must equip the necessary dimensions of knowledge, competencies, and field experience related to inclusive education.

A Proposed Inclusive

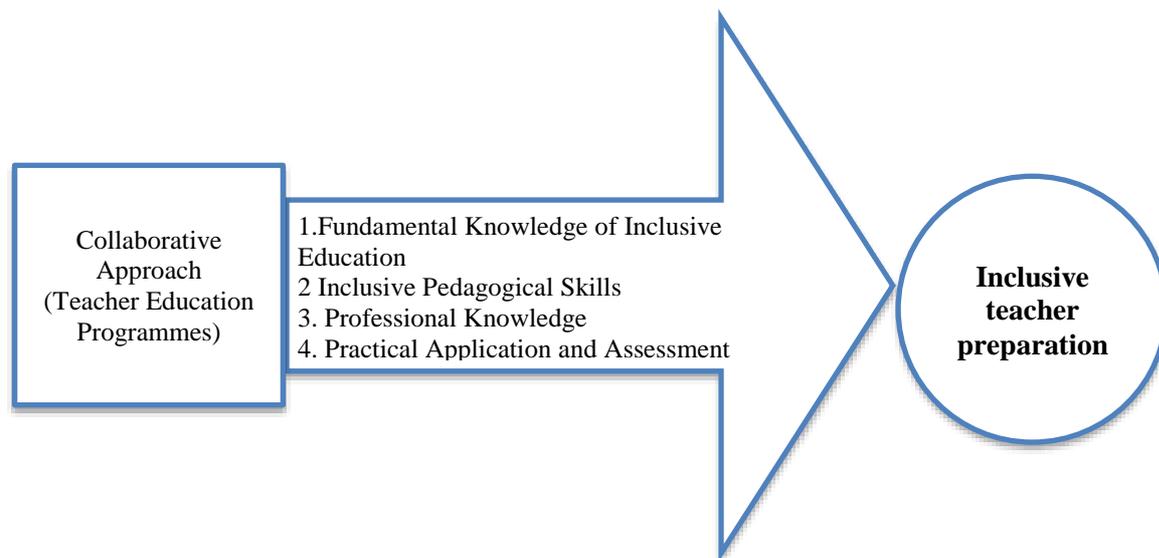


Figure : Model for Inclusive Teacher preparation (Source Authors-2019)

An idea generates creative actions. With this thought an attempt on a quality model for inclusive teacher preparation is proposed. This model is designed with the fundamental knowledge of inclusive education, inclusive pedagogical skills, professional knowledge, and practical application and assessment.

A Quality Model for Inclusive Teacher Preparation

1. Fundamental Knowledge on Inclusive Education : It includes the Study Materials and Thematic Sessions related to the following inclusive education concepts.

- Concept of inclusive education
- Inclusive Classroom
- Policies, Programs to forefront of individuals with special needs

2. Inclusive Pedagogical Skills : Pedagogy is presenting the content in the learning strategies that connect. The Inclusive Teacher Preparation and training in the student teachers in the following skills they are

- Having skills in teaching all the students
- Can plan for multiple group settings and manage learning.
- Change the paradigm of a traditional classroom
- Convert classrooms become learning centers with multiple avenues for learning
- As facilitators of learning
- Integrate content across learning.

To develop skills on classroom challenges with the help student materials.

Professional Knowledge : Perfect knowledge and training makes possible to train the different abilities. Providing capacity building programs related to teaching competency development activities. For this, have to plan the suitable programs.

- Expert Lectures,
- Workshops

4. Practical Application and Assessment : This aspect related to the practical application of their inclusive teacher preparation model. Assessing of student teacher's field experience and sharing of support for the special needs during the school internship program.

Expected Outcomes

1. Student teachers are providing opportunities for communication and social interaction.
2. The develop student teachers' attitudes towards inclusion.
3. To understand the aspects of inclusive education
4. It influences the attitudes and knowledge of student teachers.
5. It is reflected in their behavior while teaching in the classroom.
6. Student teacher's attitudes and knowledge-creating a positive, inclusive learning environment.
7. Insight into what resource allocation strategies is most likely a good idea.
8. To suggest support positivity towards inclusive education.
9. They conceptualise about inclusive education and practical knowledge.
10. They claim the necessary knowledge and training for inclusive education.
11. They improve their academic skills and practical knowledge sufficiently.
12. To develop to achieve.

Recommendations

For teacher preparation training program to be efficient, the following recommendations are put forward:

- The knowledge in fostering positive attitudes towards inclusive education
- The curriculum adaptation to the trainers in different kinds of pedagogies
- The kind of knowledge to integrate in the inclusive situations.
- To Identifying the most necessary skills and which will be transacted through various programs/workshops or orientations.
- To Providing adequate instructional materials for strengthening abilities of student teachers

Conclusion

This paper has proposed a model for comprehensive teacher preparation through pre-service teacher education programs. This model on four significant aspects, and of the model is to be interpreted base on their school internship program. The student teachers will need to be familiar with fundamental knowledge of inclusive education, the settings and strategies to manage the inclusive classroom climate, with creating new learning spaces. To equip the necessary confidence and competence in analyzing the difficulties in meeting the challenge of inclusive education.

References

Graham, Lorraine, and Wendy Scott. Teacher preparation for inclusive education: Initial teacher education and in-service professional development. Melbourne: Victoria, 2016. <https://www.deafeducation.vic.edu.au>

Kuyini, Ahmed Bawa, and Boitumelo Mangope(2011). “Student Teachers’ Attitudes and Concerns about Inclusive Education in Ghana and Botswana.” *International Journal of Whole Schooling*, 7, no. 1, 20-37. <https://www.researchgate.net>

Patel, R. C., Mistry, and Priti Choudhri(2018). “Inclusive Education in Indian Issues and Concerns”. Vadodara, Gujarat.

Saleh, Lena(1993). “Teacher Education Resource Pack” – Student materials. Paris: UNESCO. <https://unesdoc.unesco.org>

- Shah, Rina, Ajay Das, Ishwar Desai, and Ashwini Tiwari(2016). “Teachers’ concerns about inclusive education in Ahmedabad, India.” *Journal of Research in Special Educational Needs* 16, no. 1, 34–45. <https://eric.ed.gov>
- Thi Nguyet, Dinh, and Le Thu Ha(2010). “Preparing Teachers for Inclusive Education” Vietnam: Catholic Relief Services. <http://www.crs.org>
- Verma, Kr. Rajesh(2012). “A Study on the Competency of the Mainstream Teachers Towards Inclusion of Children with Disabilities in Regular Schools.” *Journal of Rehabilitation Council of India (JRCI)*, 8, no. 1&2, 36-48.
- Woodcock, Stuart Woodcock, Brian Hemming, and Russell Kay(2012). “Does Study of an Inclusive Education Subject Influence Pre-Service teachers’ Concerns and Self-Efficacy about Inclusion?.” *Australian Journal of Teacher Education*, 37, Iss. 6, 1-11. <http://ro.ecu.edu.au>