



TEACHER'S ROLE IN INCLUSIVE EDUCATION

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ABSTRACT

Inclusive Education is one of the important paths for the development of a nation. Without inclusion of all children irrespective of their problems, a nation will be very slow in her developmental process. In inclusive setting everyone has an opportunity to identify himself and meets the aspirations of the nation. To impart education to all children is not easy. So the role of teacher has become a challenging task. The teacher has to take interest to educate the children with varied needs and a wide range of abilities. In this paper the author discusses history of inclusive education and the role of teacher for inclusive education benefits of inclusive education. Hence, the role of teacher in inclusive education is based on the belief that people in inclusive communities worn with people with different races, religions, aspirations and disabilities. In this paper the author highlights the role of teacher's awareness in the inclusive education.



KEY WORDS: *Inclusive Education, Teacher's Role.*

INTRODUCTION

In present scenario, the concept of inclusive education is a very new concept, which originated the phenomenon of respect for an inherent dignity of all human beings and which has wide scope in education system. Inclusive education refers to "to all learners, young people with or without appropriate network of support services". It is the practice of including everyone irrespective of talent, disability, socioeconomic background in supportive mainstream school and classrooms where the needs of all students are met. It is also a process of strengthening the capacity of the education system to reach out to all learners. By educating all children together, children with disabilities have opportunity to prepare for life in the community. In the changing situation of our society a teacher must have new skills in working with students who are academically and socially disadvantaged. The need for 'High Quality' teachers equipped to meet the needs of all learners becomes evident to provide not only equal opportunities for all, but also education for all inclusive society. Reynolds (2009) says that it is the knowledge, beliefs and values of the teacher that brought to bear in creating an effective learning environment for pupils making the teacher a critical influence in education for inclusion and development of the inclusive school.

According to UNESCO, Inclusive Education means that the school can provide a good education to all people irrespective of their varying abilities. All children will be treated with respect and ensured equal opportunities to learn together. Inclusive Education is an on-going process. Teacher must work actively and deliberately to reach its goals.

A Brief History of Inclusive Education

Today most of the countries have accepted that education is a fundamental right of every child in the age group of 6 to 14 years. Inclusive Education enables the children with diverse needs to have

education according to their needs and handicap. Equality of opportunities for the handicapped is a human right approved by the UN charter and it is in this context that handicapped children were assured the facilities to attain equality and to make them a part with other people. In the Indian context, it has been enshrined in our constitution that each and every child in the age group of 6 to 14 years has the fundamental right to free and compulsory education in the country. The children in India however do not attend school due to some reasons like child labour, social conflict, exploitation, poverty and disability.

The idea of Inclusive Education may understood by several important conventions such as the World Conference on Education for All (Jomtien 1990), the World Education Forum (Dakar 2000), the World Conference on Special Needs Education (Salamanca 1994), the World Conference on Mental Retardation (New Delhi 1994) and the Convention on the Rights of the Child (1984).

Today in most of the countries many legislation have been passed to provide education for all children with special needs and ensure equal opportunity for them to participate in all school activities. Special educational needs of most of the children with various disabilities can be met effectively in mainstream schools. Inclusive settings and the teacher plays major role in Inclusive Education.

In Inclusive Education system, the students with special needs including disabilities are educated in neighborhood schools in a regular classroom setting with their non disabled peers groups while meeting their individual strengths and needs.

Types of Disabilities:

1. Visual impairment.
2. Hearing disabilities.
3. Mentally retarded.
4. Physically handicapped or orthopedic handicapped.
5. Learning disabilities (Dyslexia, Aphasia etc.)
6. Speech disabilities.
7. Emotional disturbance leading to behaviour problems.

Teacher's Role in Inclusive Education:

The role of teachers in meeting the special needs of children with disabilities vary from one disability to other. However there are certain common roles of teacher. They are given below:

- Possessing better awareness about the concept, nature, type and educational requirements to deal children with disabilities.
- Development of positive attitude towards all the children to plan the educational programme for these children.
- Identification of the children with disabilities in the classroom.
- Referring the identified children to the experts for further examination and treatment.
- Accepting the children with disabilities.
- Placing the children in the classroom in proper places so that they feel comfortable and are benefited by the classroom interaction.
- Breaking the structural barriers wherever possible so that children with disabilities move independently.
- Involving the children with disabilities in almost all the activities of the classroom.
- Conducting case studies and action research related to the problems of children with special needs.
- Showing the living examples of noble persons who have become successful after having many disabilities.
- Conducting Motivational programme for the children with special needs.
- Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.

- Preparations of teaching aids/adaptation of teaching aids which will help the children with disabilities learn.
- Guidance and counselling programmes for the parents through school activities.
- Creating awareness among the teachers about the children with special needs.
- Collaborating with medical and physiological panels, social works, parents and special teachers.
- Construction of achievement and diagnostic tool for disabled children.
- Adaptation in evaluation for children with special needs.
- Providing remedial instruction to the children who require it.
- Organizing co-curricular activities like games. Art and craft remain common for both normal and disabled children.

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