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## THE ROLE OF TEACHER EDUCATION FOR TEACHER PREPARATION IN INCLUSIVE EDUCATION: A PARADIGM SHIFT

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### ABSTRACT:

The term integrated and Special education at present has replaced by the new vision as inclusive education. Inclusion is a kind of education system which includes all learners although of their bodily, logical, affecting, moral, communal, linguistic, spiritual or other learning problems. Inclusive education is about acceptance of all varieties of children (NCF-2005). The NCERT through NCF recommended inclusive schools, as an approach to provide quality school education for all learners even though students having special education needs.

It is observed that the duties associated with teachers have widespread after the introduction of inclusive education programs. It now includes the task of meeting the requirements of the pupil with special education needs along with their normal peers. It is therefore fundamental that all level school teachers should have the apt knowledge, skill and attitudes to fulfill their new role and responsibility. The role of Teacher education at this context is also required to change, for the smooth transition from traditional to inclusive education. Teacher Educators have to obtain new strategies by taking risk and facing challenges. They are obligatory to review their roles, construct new facts, abilities and learn new skills to equip themselves for this change.

In most of the educational set up, inclusion has been introduced. Still we need to recognize and authenticate the precise sense of "Universalisation of education", with excellence and equal opportunity. We must reorganize the basic role of teacher education in the expansion of social impartiality, human rights, and opportunities for wellbeing in the interest of students by means of extraordinary requirements. Every one of us must make our mind to face the issues and find out best suitable remedies for successful implementation of insertion for the benefit our community and at large our country.



**KEYWORDS:** Inclusive Education, Teacher education – competencies, training need and Challenges.

### INTRODUCTION

The paper laid down emphasis on the position of teacher education as one of the major key factor to overcome some of the hurdles in the development of flourishing inclusive schools. It also an appeal for stakeholders to review the role, tasks and identities of teacher

education programme, through the improvement of teacher's strategies, acquaintance, attitudes and conviction which is highly necessary for consideration about the Inclusive Education.

### Require of transform in Pre-service Training:

Amongst its several objectives, the SSA strongly advocates to professionalize teachers through extensive training. The unique spotlight is on Kids with troubles of listening and seeing, physical handicap, psychological abnormalities and learning

disability i.e., 'Children with Special Needs' (CWSN). Justice and assimilation of schooling for these kids not only stand to simply register them into usual schools. It means that physical and psychological obstruction between these children and others are broken. For that reason, teacher education and training at pre-service and in-service stage should be in demo with inclusive education pattern so that it should build the teacher capacities necessary to meet range of children, accordingly it is vital to prepare all teachers in same mode to enhance their skills and revise their knowledge.

**By knowing the method of Inclusive education Trainee Teachers will be benefited in following ways:**

- To realize and value the diversity of individual person being.
- To recognize that all students have strengths and potential.
- To grasp the consequence of straight individualized training.
- To increase creative ways of facing challenges.
- To develop mutual crisis solving skills.
- To develop skills related to teamwork.
- To conquer uniformity in usual teaching activities.

**Teachers Education and associated competencies and education Needs:**

In India and abroad, efforts have been put, to see the competencies that trainee teachers should know about how to work well for learner with special education needs. To recognize such competencies, a range of strategies have been used which includes text reviews, analysis of works carried out by experts and educationists, classroom observations, inspection of teachers' diary, suggestions and efforts of proficient organizations like the Council of Exceptional Children. A broad variety of respondents including parents of disabled children, school Head Masters and principals, special and regular teachers, normal students, students with special needs, and teacher educators have been interviewed to identify these competencies. As a result of it, several teacher competencies have been acknowledged and scheduled. These competencies have been arranged under the seven categories. Each of them is briefly discussed regarding their application to inclusive schooling.

**The seven core competencies have been scheduled and are:**

**1. Proficient Knowledge:**

proficient knowledge about inclusive education involves: **Firstly** a knowledge and perception of basic expressions and concepts worn in special education, **Secondly** a background and history of inclusive education, **Thirdly** reasons for disability and situation, **Fourthly** Policies, programmes and laws related to inclusive education, **Fifthly** privileges, duties and tasks of parents, teachers and other professionals related to individuals with unique learning needs.

**2. Classroom managing:**

This core competency includes the practices of fundamental classroom managing theories, ways and techniques for persons with disabilities. Research oriented practices for effective supervision of coaching and education. To create a positive ambiance in the classroom, organisation of TLM and support services.

A supportive educational environment has an important positive effect on overall learning of pupil with special education needs. The enrolment of the special needs child along with the rest of the students in the classroom is an important shift. It is the prime duty of the teacher to regulate and adjust the corporeal and psycho-social display of the classroom to be receptive to the requirements of the pupil with exceptional schooling needs.

**3. Collaboration:**

Alliance (teamwork) is an interactive practice that enables people with unlike expertise to fabricate creative findings to generally defined troubles. An ever mounting miscellany in the classrooms

has made it necessary for apprentice teachers to comprehend the occupation of special education teachers, school counselors, speech and language therapists, work-related therapists, physiotherapists, leisure therapists so they may get a clear picture about managing measures and implementing the same when needed. The mutual effort in concern with the problems and in turn creating solutions would boost the probability of the accomplishment of the programme or the course. Student- teachers could use the given joint strategies in order to communicate efficient teaching plans to pupil with special education needs such as peer teamwork, co-teaching and teacher support teams.

#### **4. Assessment and Evaluation:**

Trainee teachers are required to demonstrate aptitude in appraisal in order to identify the specific rudiments of pupil with extraordinary schooling requirements. The student-teacher has to take up both, basic skills such as congregation, learning and background information of pupil with unique schooling requirements and also highly specific skills such as opting, amanagering, scoring and analysing uniform evaluation tools. Student-teachers could exercise evaluation data for six instructional and residency decisions for pupil with unique schooling requirements. These contain test, analysis, syllabus position, instructional estimate and programme appraisal.

Continuous and Comprehensive Evaluation (CCE) is a most appropriate practice due to its original ideology of elasticity, functionality, liability and cost-cutting gauge in measuring a child with disability in an inclusive atmosphere. It is suggested that a bendable and implementable scheme of CCE includes all aspects of pupil's growth such as logical, physical, personal- qualities, social, interests, attitudes and values through using a variety of tools and techniques by a teacher.

#### **5. Instructional Techniques:**

This core competency is at the spirit of all the competencies that all teachers need to reveal while working with varied student inhabitants. These skills should employ on every day basis to present appropriate instruction to special needs students.

- **Differentiated Instruction:**

Differentiated instruction permits students to study from one another in surroundings of human assortment. In such classrooms individual differences are the customary rather than the exclusion.

- **Activity-Based and empirical/experiential Learning:**

With the use of both activity-based and empirical learning, students with particular wants are involved in innovation, interest group and interface with the location and operation of resources. As this learning uses real-life actions and equipments, skill acquisition and shift are facilitated. Practical interactive educational approaches to a lesson call to the senses and make it easier for exceptional requests students to become skilled at. This dynamic learning promotes student concentration, increases on-task performance and reduces the frequency of pessimistic deeds.

- **Group learning/Peer Tutoring:**

Peer teaching is a teaching tactic that involves of learner belongingness, involving elevated performing students with lesser performing students or those with average performers, for planned learning sessions. Peer teaching has been proved to diminish problem behaviors, raise opportunities to react and improve activity conception. It is effective in civilizing on-task conduct, math recital, reading presentation and social relations of students with unique requirements in inclusive classrooms.

- **Co-operative Learning:**

Cooperative learning, promotes students to work collectively to accomplish responsibilities and decipher harms. At this juncture the teachers necessitate stating each student's role for the task, illuminating the chain of actions and supervising and assessing the communications between the

assembly wards. These methods boost wisdom, advance inter-group dealings, expand crisis solving skills and recover the scholarly and social skills of students with unique requirements in regular classroom education.

### 6. Individualised and Adaptive training:

Individualised and adaptive training are educational methods that identify, predict and programme for difference according to the student's previous knowledge, learning styles, inspiration and individual attention. Instructional revision for students with particular wishes require Student-teachers to execute alternative teaching procedures such as modifying coursework, resources, testing measures, grading criterion and anecdotal management styles in order to improve the progress of them in regular education classrooms. Student-Teachers can also have room for variation in learning through necessary amendment of equipment like changeable string, sinking the extent of coursework, prominence to essential content, alternate task arrangement format such as image, aural etc.

### 7. Assistive Technology:

ICT has made it possible which was not possible earlier for special needs students to accomplish a number of tasks, while being in regular education environment. Now it becomes a binding for student-teachers to comprise working information and accepting it in the use of ICT tools and techniques. The new skills obtain from the group dynamics that blow the school core curriculum. The up-and-coming competencies include maintaining moral and occupational values and compassion toward the cultural backdrop of students with special needs.

### CONCLUSION:

The teacher training course should implement the subsequent aspects to make inclusive education a sensation. Work together with other institutions to build a shared network, linking colleagues and unlike professionals, exchanging data and making new associates. Sponsor educational research mission to develop novelty. Engage in vibrant communal and literary programmes in each society. Carry the team work of all teachers because it is the greatest approach to meet the multiplicity of our schools. Choose the paramount student report for teacher education. Upgrade the teacher training courses, with intersecting skills along the curricular graph. Amplify all specialized skillfulness in term of substitute and upsurge communication patterns such as Braille, symbol idiom and announcement panel through a accompanying programme.

Inclusion has been integrated into more or less every educational institution, but we still could do with the real meaning of Education for All with excellence and justice and recognize the primary role of teacher education in the reach of public righteousness, constitutional rights, and prospect for welfare of the needy. Each one of us wishes to face the challenges in order to strengthen inclusion for the advantage of our community and country at large.

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