



## **INCLUSIVE EDUCATION: RESILIENCE IMPROVEMENT FOR B.ED. STUDENT IN TWO YEARS REVISED B.ED. SYLLABUS**

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The national scenario today does show the positive efforts towards inclusion with association how teachers are trained and the school systems are organized. The National Policy on Education (1986) specifically recommended a goal to integrate ‘the handicapped’ within the general community, at all levels, as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence (Ministry of Human Resource Development, 1986). In the early 1990’s the issue of inclusive education was discussed more intensely at the national level. In 1996, the Persons with Disabilities (PWD) Act was passed by the Indian parliament (GOI, 2005). This legislation became the hallmark of a new era for the education of students with disabilities in India. A number of other policy initiatives have been taken by the Government of India since the passage of the PWD Act in 1996. Sarva Shiksha Abhiyan (SSA), launched in 2001, is one such initiative (GOI, 2005). SSA had a policy of ‘zero rejection’ and mandated that no child with special needs could be neglected or denied enrolment on the basis of a disability. But the actual picture was very poor with less than 5% children with disabilities were enrolled in the inclusive schools. Only 750,000 students with disabilities receive educational services in regular schools, and the total population of students with disabilities stands at 30–35 million nationwide (Mitchell and Desai, 2005). According to the PWD Act a person with not less than forty percent disability is certified by the medical authority (any hospital or institution, specified for the purposes of this act by notification by the appropriate government.

Terms such as ‘integrated education’ and ‘inclusive education’ are frequently used interchangeably. According to UNESCO (2009), ‘... an “inclusive” education system can

only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities’. the Ministry of Human Resource Development (2003) uses the following definition: ‘Inclusive education means all learners ... with and without disabilities being able to learn together in ordinary pre-school provisions, schools, and community educational settings with an appropriate network of support services’. To educate such a huge population, teacher education need to work keeping. According to Sharma and Das (2015) the teacher education programme prepare the teachers for exclusion rather than inclusion. But this is just the starting of inclusive education.

Indian school teachers are always overburdened. They need to keep their patience high to manage the workload and to the same time complete the academic duties. The view of the teacher about special education for the children with the disabilities was that they have the separate special schools, like students with visually impaired will have the blind school. The students with hearing deformity had the special school. Now it is the time to change this thought process of the teachers as well as community. The teacher education also had revised syllabus of teacher education programme. A compulsory paper was introduced in the second year syllabus of the teacher education.

### **SCHOOL AND INCLUSIVE SCHOOL**

Objectives:

To enable the student teachers to:

1. Understand the concept & nature of Inclusive Education
2. Examine the status of Inclusive Education in India.
3. Understand the National policies, programmes and Acts with respect to the disabled.
4. Familiarize with the nature and needs of different categories of disabled children.
5. Understand inclusive instructional strategies.
6. Train the students to cope in an Inclusive setup.
7. Realize the various issues and concerns related with creation of an inclusive culture in school.
8. Analyze the role of teachers and teacher educators in facilitating Inclusive Education.

Paper consists four units which fulfill the objectives led down by the faculty of Department of Education. Inclusive Education-Concept and Nature as the name suggests the different type of schools, concept and meaning of inclusive education, acts and policies of inclusive education, different programmes. There is misconception among the masses that the inclusive education is only related to mental illness individual. To overcome this misconception there is detail study of types of Disabilities and Inclusive Instructional Strategies viz., sensory,

physical and intellectual disabilities as well as social, economic and cultural inclusion. It is very important as per the RTE Act 2009 all schools should give 25% reservation to the economically backward students. This was implemented by the government but most of the school found loopholes in this act and prohibited admission to the economically backward students.

The next subunit of the paper on inclusive education focus on the inclusive instructional strategies required for the B.Ed. students to enhance their skill in the inclusive classroom. The drawback of previous teacher training programmes may be due to lack of inclusive instructional strategies with directly affecting the performance of the teachers in the class. If teacher herself is lacking in skill to handle the all types of students then there is no point in figuring out that the programmes implemented by the government was a failure. Instructional strategies and skills to communicate with the special children will definitely help the fresh B.Ed. graduates to manage the inclusive classroom effectively. Another important feature of the inclusive education paper is preparation of I.E.P (Individualized Educational Plan). The B.Ed. students have mastery to prepare the I.E.P. for the special need students.

The third unit highlights the inclusive schools viz., characteristics and infrastructure required for the inclusive schools. This unit also gave emphasis on the concerns and issues in inclusive education and different challenges faced by the inclusive schools. B.Ed. students will get idea about the future inclusive schools and challenges to overcome them. Issues and concerns of inclusion include the attitudes of parents, creating awareness in the community about inclusion, active support and participation of the parents. These are areas where a teacher should have adequate resilience to communicate with the parents as well as with the community. The resilience of the B.Ed. students for the inclusive school need to be very high as the job is very demanding and fresh B.Ed. graduates has to face not only students but also parents of the special needs. This may create pressure on the fresh B.Ed. graduates which may reduce their efficacy along the years to come as a teacher.

The fourth unit is equipped with the technology used in the inclusive setup and the assessment and evaluation usage for the inclusive education. All the above units were concerned with the theory paper. The paper on inclusion also focus on the practical aspect which will give a clear view about the inclusive school through a visit to the inclusive school and interview of principal and supervisor for the policies and practices in the inclusive culture. The B.Ed. students will get an insight in the functioning of the school and prepare them as a future teacher in an inclusive school culture.

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