



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## ASPECTS OF INCLUSIVE EDUCATION ADDRESSED BY TEACHER EDUCATION PROGRAMME IN KERALA

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### Abstract

Teacher education refers to the policies, procedures, and provision designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills, they require to perform their tasks effectively in the classroom, school and wider community. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges. One of the concern of teacher education relates to what is known as inclusive education. It is a growing concept and evolving practice, and it needs to be supported in every way and by all means. Inclusive education is an approach and philosophy that provides all students greater opportunities for academic and social achievement. Inclusive education is about making sure that each and every student feels welcome and their unique needs and learning styles are attended to and valued. Teacher training and preparation plays a major role in fostering positive attitudes for the inclusion of children with special education needs in the regular classrooms. This paper analyses how far the teacher education programmes of various universities in Kerala equip the future teachers for an inclusive system of education.

Keywords: Teacher education programme, Inclusive education

Education is the pillar of every nation. Teachers are the pivot in any system of education. They play a key role in the development of society. They are the real architects of a nation and teacher has an indispensable role in education. Teacher education is broad and comprehensive. Teacher education refers to the policies, procedures, and provision designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills, they require to perform their tasks effectively in the classroom, school and wider community.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges.

Teacher preparation may be considered as the mainspring of all educational innovations. Teacher education programme is an inevitable prerequisite for an effective educational system. Teacher education needs to build capacities in the teacher construct knowledge, to deal with different contents and to develop different abilities to detect and judge in moments of vagueness. Teacher educators are those educational professionals who actively facilitate the formal learning of student teachers and teachers. It is the need of the time that one should sincerely examine the issues related to the preparation of the teachers as well as the theory and practice of teacher education.

One of the concern of teacher education relates to what is known as inclusive education. It is a growing concept and evolving practice, and it needs to be supported in every way and by all means. Inclusive education is an approach and philosophy that provides all students greater opportunities for academic and social achievement. Inclusive education is about making sure that each and every student feels welcome and their unique needs and learning styles are attended to and valued. The concept of inclusive education represents the latest trend in the provision of placement or alternative programmes suggested in the field of education to the exceptional and disabled children. Inclusion is an approach going beyond the idea that all children should be educated in the same place, stressing equity and including everyone, if possible, in the curriculum. Major ideas are participation, development of full potential and involvement in the wider community (Sage, 2004). In order to address the issue of inclusive education there is a wide spread acceptance that teacher education programs must ensure that new teachers are trained to teach effectively in classroom where there are students with a variety of learning needs. Therefore this paper analyses how far the teacher education programmes of various universities in Kerala equip the future teachers for an inclusive system of education.

### Objective

To analyse the aspects of inclusive education addressed by teacher education programmes of various universities in Kerala.

### Analysis

The curriculum frame work of two year B.Ed. programmes of various universities of Kerala was analyzed with respect to aspects of inclusive education.

**Table 1***Nature of the content*

Kerala university	<u>Semester II</u> Paper I: Education in Indian Society. <u>Unit IV: Challenges And Trends In Education</u>  Paper II: Perspectives of Learning and Teaching <u>Unit IV: Individual Differences In Learning</u>	<u>Semester III</u> Paper II: Learner in the Educational Perspective  <u>Unit IV: Integrating Professional Competency For Inclusive Classrooms</u>	<u>Semester IV</u> Advanced Studies : Perspectives in Education
M.G. university	<u>Semester I</u> Paper I: Contemporary India And Education <u>Module 3 – Features and Issues of Indian Society</u>  Associate Course-Elective Edu 106.15 : Special Education		<u>Semester IV</u> Personality Dynamics In Education  <u>Module 5 - Inclusive Education</u>
Calicut university			<u>Semester IV</u> Creating An Inclusive School
Kannur university			<u>Semester IV</u> Creating An Inclusive School

**Table 2***Details of the content*

	Kerala university	M.G. university	Calicut university	Kannur university
Basic concepts	√	√	√	√
National policy and acts	√	√ elective	√	√
Technologies used in educational environment	√	√ elective	√	√
Professional competency for inclusive classrooms	√	√	√	√
Issues and problems in inclusive education	√	√	√	√