

## **GOVT. COLLEGE OF TEACHER EDUCATION, KOZHIKODE**

### **Institutional Distinctiveness- 2017-18**

#### **Inclusive Training And Skill Development For Teachers (Samagra)**

The vision of the college is 'To impart quality education that fosters a better social order'. A training program for teachers on inclusive education has been organized in this academic year i.e., 2017-2018 with the financial support of Directorate of Collegiate Education, Govt. of Kerala. The programme has been organized as **Eight Day National Workshop on Life Skills for Inclusive Classrooms from 5th to 12<sup>th</sup> March 2018**. 30 teachers from secondary schools and 10 teacher educators participated in the programme.

Inclusive education means that all children are educated in regular classrooms. It does not, however, mean that individual children cannot leave the classroom for specific reasons. The relevance of inclusive education is to fulfill constitutional responsibility, for achieving universalization of education, development of healthy citizenship, for social equality, and self-reliance

The 'Life Skills' Program is a specialized placement for students with significant intellectual disabilities who need opportunities to develop functional academic skills; along with, skills that they will need in everyday life such as: self-care, vocational, functional reading and math, money management, self-advocacy. Placement into the 'Life Skills' Program is an IEP team decision and is based on specific student needs and discussion regarding the placement that can meet those needs most appropriately. Placement in the 'Life Skills' Program is a decision that is considered yearly by the IEP team. The decision is made after a thorough review of the IEP components which may include present levels of performance, goals/objectives, accommodations, modifications, supplementary aids and services, state and district assessments, behavior intervention plans, teacher and parental input, and results from any previous evaluations.

Even Though Inclusive Education is included in the B.Ed curriculum, student teachers are not getting much opportunity to experience the effect even during the practice teaching or internship period. Not much training is given to the field teachers also. Life skills training programmes are being organized in institutions but not focusing inclusive classrooms. Hence an eight days National workshop for Inclusive classrooms was organized in the college for Secondary school teachers in Kozhikode and Malappuram districts.

Different sessions for Inclusive classrooms were organized in the college for Secondary school teachers in Kozhikode and Malappuram districts. Different sessions were handled by experts in Life skills as well as inclusive education.

### **Challenges**

Lack of awareness and positive attitude towards the society and social environment, negatively affects the education of children with disability, lack of trained personnel required for applying inclusion in the field of education, lack of resources and funds to facilitate inclusive education, enrolment of different children in school and accessibility, inappropriate teacher-student ratio, teaching staff's exclusionary attitude toward inclusion, overburdened teachers, policies, planning regarding inclusive education, less emphasize on policy makes and officials improvements, lack of respect for individual differences, insufficient and inappropriate curriculum and learning material, lack of appropriate and adequate infrastructure, orthodox teaching, learning process, low level of parent involvement are the challenges mainly faced in inclusive education.

### **Ways to overcome challenges**

Providing encouragements to the community of those children including children with disabilities in local schools, readiness of the general education system to accept responsibility for education of children with disabilities, willingness of parents of children with disabilities to send their wards to local school, general classroom teachers to be equipped to manage the education of children with disabilities, enrolment rate of children with disabilities at least on par with that of nondisabled children, retention of children with disabilities in schools,

availability of support from peer group to children with disabilities and vice versa in teaching learning process.



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