

Inclusive training and skill development for teachers – SAMAGRA

Inclusive classrooms are a wonderful concept but for effective implementation teachers — both regular and resource teachers- require a lot of training, patience and compassion. An inclusive classroom is a general education classroom in which students with mild, moderate and without disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities. Resource teachers are instructors who specifically teach students with physical and/or learning disabilities. Resource teachers are primarily involved in developing the student's behavioural, social and academic skills, and helping them to interact effectively in everyday social situations. Any how they are concentrating on teaching them life skills for preparing them for daily life. Children with disabilities often require some kind of modified education in order to keep up with the workload of a specified subject.

Resource teachers are primarily there to ensure that students get extra help if they find course more difficult or may feel overburdened by the schools workload. Fully inclusive classrooms have students across the educational and developmental spectrum, ranging from typically developing students to severe and profoundly disabled students. For this reason, it becomes a challenge for the teacher to find enough of a balance to serve all the students. Some teachers have not been exposed to special needs classrooms and this can be a disadvantage. Educators need to coordinate the efforts and understand the needs of the classroom in terms of developing skills. It is a fact that it is not an easy task for a regular teacher in a constructivist classroom to meet the needs of the heterogeneous group. At this juncture comes the students with special needs. Resource teachers appointed in the schools can help these teachers in all regards.

From the personal experience we find that there are so many practical difficulties faced by IED resource teachers and hence we attempted to provide a special workshop for these IED teachers to mark some differences.

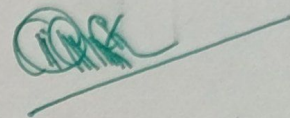
From the workshop some suggestions emerged and they are as follows

1. Arranging training programmes by authentic agencies.
2. Setting up of separate resource centres in the regular schools.



3. Providing appropriate learning materials including soft wares.
4. Familiarize with the assistive technology.
5. Appoint one teacher for one school.
6. Arrange facilities by the authority for attending courses approved by RCI.
7. To provide them the status of regular teachers including the pay scale.

It is found that there are many constraints encountered by IED resource teachers and it is a fact that they are playing a key role in the success of inclusive practices. And the need for taking appropriate measures to overcome the constraints of Resource teachers and empower them properly and thereby use their right attitude and efficacy for the benefit of the society.



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