



TRANSFORMING TEACHER EDUCATION IN INDIA: EMPHASIZING INCLUSIVE PRACTICES

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ABSTRACT: Education forms the heart of equality and empowerment in society. India's constitution guarantees the right to education and equal access. Yet, over half of children and youth with disabilities miss these rights. They get little schooling in fitting settings. All kids need top-quality education. This works only if teachers train well. They must grasp special needs and inclusive teaching. We hold that every child can learn. Most fit into regular classes. For this, classrooms must welcome diversity. They should build teamwork through respect and give-and-take. Putting kids with special needs in mainstream schools calls for ready teachers. We need teachers with skills and know-how for inclusive classes now more than ever. This paper adds to talks on teacher training issues and quality. It looks at pre-service and in-service programs for inclusive teaching.

INDEX TERMS: Inclusive Education, Children with Special Needs Equality, Empowerment, and Diversity.

INTRODUCTION: Humans thrive as social beings in society. People shape society, and society grows through its people. Societies reach goals via good education of citizens. Strong teachers make that system work. Teachers build nations and handle big roles. They must know their place in society. Their traits should show good citizenship, respect for rights and duties. They pass this on to youth. These points show the great need for teacher training. Teachers must show real attitude shifts to meet diverse student needs. Changing teacher training goes beyond simple fixes to structures. It demands deep changes in core beliefs,

teaching methods, and work habits. Schools need fresh looks at lesson plans, testing ways, hands-on practice, and ongoing skill building. These steps weave in tools like varied lessons, Universal Design for Learning (UDL), team teaching, and senses-based methods. Inclusive training also tackles big hurdles. These include weak school setups, tight budgets, split-up programs, and too little time in mixed classrooms for new and current teachers. This paper reviews main steps to reshape teacher training in India. The goal fits demands for inclusive schools. It checks rules from leaders, school readiness levels, and fresh teaching ideas. It also spots blocks that slow real change. In the end, strong teacher training makes inclusive learning happen for real in Indian classes. This builds fair treatment, equal chances to grow, and full student progress.

MEANING OF TEACHER EDUCATION: Teacher education covers plans and steps to give teachers key knowledge, views, habits, and skills. These help they teach well in schools and classes. Goods Dictionary of Education says teacher education includes all formal and informal activities. These prepare people for teaching roles or improve their work. In old times, teachers were scholars or priests with no set training. Many thought teachers were born, not trained. Pedagogy changed that. It made teacher training key as the art and science of teaching. Debates linger on if teaching is taught or innate. To be a teacher, one needs subject knowledge, teaching methods, and real practice. Most teacher programs stress these today. Yet, a teacher's inner character matters too.

UNDERSTANDING INCLUSIVE EDUCATION: UNESCO (1994) states: "Inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education." This point out that inclusive education builds a learning space where each student's needs are met. Every learner gets a real shot at success. It also values and boosts the potential of all students. In the end, inclusive education sets up structures, systems, and strategies that serve the needs and differences of every learner equally. Inclusive education works as a way to build an education system's power to reach all students. It acts as a key guide for all education policies and practices. This starts with the idea that education is a basic human right and the base for a fair society. Inclusive education helps schools and learning centers reach and serve all students in their areas. An inclusive system improves the education

setup's efficiency and value for money. It makes the best use of resources. Schools cost less when all students learn together. This gives leaders a clear money reason to shift to inclusive education.

ROLE OF TEACHER IN PROMOTING INCLUSIVE EDUCATION: Education helps growth, personal development, and ending poverty. It does this no matter what barriers exist, like disability. Teachers at every level must guide kids and youth. They draw out the best in them. They help students reach their full potential in body, mind, society, feelings, morals, and spirit. Teacher training must supply skilled pros to lead students in schools and colleges. The key goal is to build teachers' skills. They turn lesson goals into learning activities that fit kids. This lets students gain needed knowledge, skills, values, and habits. Teaching is a true profession. Teacher education prepares them for it. A profession has a solid body of knowledge from strict training and real-world practice. Teaching experts build this knowledge base. They use close watch, study, thought, hands-on work, and tests. These elements shape teacher training: knowledge, tough training, focus on real practice, and growth in skills and mindset. Teachers need time, help, and training. This lets them give top education based on each student's differences. To teach well in inclusive classes takes more than a degree or diploma in special needs. Other key skills matter too.

- **Classroom management skills:** Teachers must handle behavior issues. This keeps teaching and learning strong. They set high goals in class. This pushes students to do their best. Good teachers use many tactics. These keep students focused and cut distractions.
- **Skills in giving quick positive feedback:** Feedback builds strong bonds between teacher and student. It helps students think about their own learning. Feedback spots what students can do well or struggle with. Then teachers plan steps for better results.
- **Skills to set up good teaching conditions:** Teachers change how they teach. They match it to different learning needs. This gets the point across to all students with varied methods. Every learner gains, not just some. Students feel they belong. This boosts their drive and success.
- **Reflections on Training Teachers for Inclusion:** Inclusive teaching calls for a broad outlook and key skills from every teacher. Teachers must grasp the mix of students in class. They need skills to help learners with different needs, abilities, skills, and interests. All training plans for new and current teachers must stress readiness for inclusion. Key traits include:
- **Researcher:** Seeks answers to school realities. Uses sharp thinking to test ideas, fix issues, spark new approaches, and meet real teaching hurdles.

- **Planner:** Controls self well. Plans, guides, and checks use of own knowledge on lessons and teaching duties. Stays open to growth. Applies themed or cross-subject plans. Fits lessons to each student's style.
- **Tough:** Pushes ahead despite hard times. Adjusts in healthy ways to overcome setbacks.
- Skills, knowledge, and views for inclusive teachers must focus on student learning as the goal of all actions. They hold high hopes for every child (broad inclusive view). They build projects with varied teaching tools and supports (daily inclusive steps). They join team efforts (team talk). Three key school traits make teachers inclusive:
- **Equality:** Same chances for all kids.
- **Equity:** Meets special learning needs of each.
- **Quality:** Gives useful, real learning to everyone.
- Florian and Rouse (2009) say teacher training must ready people for a field that owns up to better learning and involvement for all kids. Savolainen (2009) says teachers drive good schooling. He cites McKinsey and Company: School quality tops out at teacher quality. Cardona (2009) says focus on early teacher training best builds a new wave of teachers for strong inclusive steps.
- Teachers must note that school systems can grow to fit all students, hit fair results, match varied needs, keep cultures alive, and lift quality.
- India's schools still lack grasp of inclusive teaching. Educating kids with special needs stays tough for leaders. They doubt mixing regular and disabled kids in one room. Issues hit hard: teachers not ready, lack of training to manage such students, stiff course plans, big classes, bullying, extra teacher focus on those kids. This blocks settings that boost personal growth, social skills, and student roles. Our 1986/1992 National Policy on Education states no country rises past its teachers. So training top teachers matters most. Quick steps must shape teacher schools to turn out strong talent.

KEY STEPS BELOW LIFT TEACHER TRAINING FOR INCLUSION: New Ways and Tools for Teaching and Learning Schooling grows tough from big social shifts, fresh teaching ideas, and knowledge booms. Science, tech, and info tools like ICT bring big changes to teaching tools. Yet teacher schools lag behind. Studies on class work show school teaching stays lecture-based. Focus clings to rote facts and test scores.

ICT SKILLS CLASSES: stick to old chalk-talk ways. Time to shift. Make all teachers ICT-savvy. New and current training must drill use of digital tools: CDs, videos, web, internet. ICT backs up inclusive classes.

STUDENT-FOCUSED TEACHING: We talk child-led methods for years. Class work looks same as 25 years back. Packed rooms, weak teachers, bare spaces, one-teacher schools, mixed-grade classes block it. Shift now to student-led lessons. Train teachers to use it in mixed classes.

SUBJECT-BASED TEACHER TRAINING: Good teaching rests on teacher know-how. That means school smarts, subject grasp, teaching tricks, and drive. Future programs must zero in on subjects. Schools may run targeted tracks for science, social studies, languages, sports, jobs. These let deep theory link to real practice for varied students.

BOOSTING STUDENT AND TEACHER SKILLS: Current training skips real school woes. Leaders miss school struggles. Schools face new loads: varied tongues and backgrounds, culture and gender care, tolerance building, aid for weak or troubled kids, tech use, fast knowledge shifts, new check ways.

- **ATTITUDE TOWARDS INCLUSIVE EDUCATION:** Teacher training must address inclusive education. This approach includes not just kids with mild disabilities. It also covers street children, working children, those from remote or nomadic groups, ethnic or linguistic minorities, and other disadvantaged kids. Experts now agree that children with special needs belong in regular classrooms. That defines inclusive education. It supports social justice and strength for all. The idea grows, and practices change. Everyone must back it fully. Right now, teacher programs lack skills to handle disabled or disadvantaged kids in inclusive classes. To meet the goal, programs need upgrades with key elements. Challenged students in inclusive settings require tools and tailored materials to learn well.
- **PARA TEACHERS:** Para teachers began in 1987 with Rajasthan's Shiksha Karmi Project. It fixed schools hurt by absent teachers. Locals with class VIII skills—or less for women—became Shiksha Karmi. The aim was full primary education that fit local needs. Now, states hire para teachers under many plans, often to save money. In places like Madhya Pradesh, they teach up to higher secondary to cut costs. These teachers lack qualifications and training. No plan should hire them just to save

cash. Over two lakh para teachers work nationwide. They harm school quality. If this trend grows, teacher training quality will suffer. Do not make para teachers regular without full qualifications. They must train to teach diverse kids well. Few trainers can reach rural para teachers with disabled students. Para teachers need proper training.

- **PREPARING TEACHERS TO ADVOCATE FOR INCLUSION:** Policy changes and chances boost inclusive classrooms fast. Success needs checks on current teachers' readiness. It also calls for fixes in training programs, both pre-service and in-service. Training shows teachers classroom ways to boost learning through talks and activities. Course parts build knowledge, offer school practice, and give field work. These build skills for lively teaching spaces. Foundations courses help handle classroom diversity. Pedagogy courses teach plans for inclusive classes. Field work faces real challenges.

Schools need urgent training for inclusive systems. Kids with special needs attend now. Teachers must teach all kids, no matter learning style, behavior, smarts, feelings, social skills, or body limits. Our teachers need top training. It gives facts and builds skill. They gain tools for inclusive teaching. All must hold key skills, methods, and aids. This brings real learning and honors differences. Build fresh training that fits the new system. It sparks ideas, new ways, and fair chances for kids. Inclusive classes sound great. Teachers need training, patience, and care. These rooms hold kids from normal to deeply disable. Teachers face tough balance to help all on the ground. India must change teacher training with a focus on inclusion. This goes beyond school reform. It meets deep moral and social needs. It matches India's and world goals for fair, good education. Classrooms grow more mixed. Teacher programs need to prepare teachers well. They must handle all student types. That includes kids with disabilities. It covers students from poor groups. And those with different languages or cultures. True inclusion takes many steps. Redesign full curriculums. Train on key skills. Add hands-on practice. Offer ongoing growth for teachers. Key players must team up. They include leaders, training schools, school heads, and local groups. This builds support for inclusion everywhere. Smart tech and new teaching ways help too. They make learning open and fit each student. It suits kids today.

In the end, this change boosts India's schools. It brings fairness. It lifts student results. Teachers become thoughtful, caring, and skilled. Strong inclusion practices help reach Education for All. This fits the 2020 National Education Policy and world goals like Sustainable Development Goals.

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