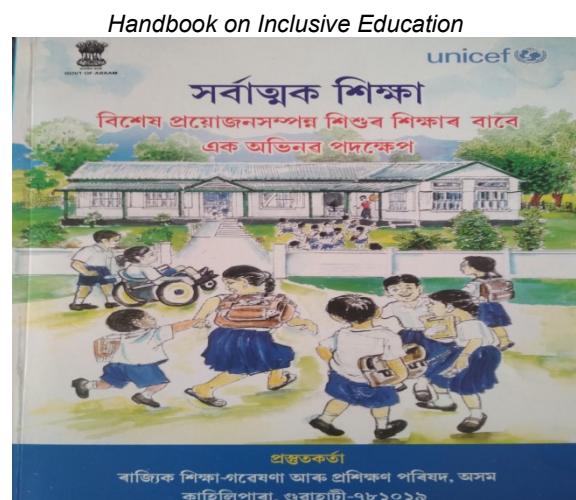


HANDBOOK FACILITATING INCLUSIVE TEACHER EDUCATION

Mrs. Papori Gogoi is a faculty member at DIET Nalbari where teachers are prepared through two year D.El.Ed programme, the curriculum of which was developed as per guidelines of NCFTE, 2011. The curriculum includes “**Diversity, Gender and Inclusive Education**” under contemporary studies for 3rd and 4th semester. The objectives of this course are: to make understand the students on the present approach on education of children with special needs; to explore and understand the possibility of change through inclusive education; and to develop a comprehensive and critical understanding on disability, marginalisation and inclusive education.



Mrs. Gogoi imparting sign language training to student teachers

Mrs. Papori Gogoi has been trained on Inclusive Education in Delhi. She has been teaching Inclusive Education to student teachers for many years. She is a team member who developed Handbook on Inclusive Education. The purpose of this handbook is to help make transition to expected changes easier for teachers. She has been practising this handbook while teaching Inclusive Education to student teachers. She says – “During the classroom transaction of this course- Diversity Gender and Inclusive Education, the handbook provides a lot of information to the teacher educator as well as teacher trainees.”

She further adds, “Inclusive education means full inclusion of children with diverse abilities in all aspects of schooling. It involves regular schools and classrooms adapting and changing to meet the needs of all children as well as celebrating and valuing differences.”

Sikha Rani Das, One of the student teachers shares that the handbook presents suggestions, trips, ideas and strategies towards helping the teachers to make classrooms and instructions inclusive. She further explains that the Handbook is very useful in classroom transaction and understanding the courses prescribed in Diploma in Elementary Education (D.El.Ed.) course and facilitates learning the content.

Sangeeta Kalita and, Rajib Das of D.El.Ed 3rd semester .elaborates that the hand book has made his task easy in learning the nature of visual impairment, hearing impairment, nature of cognitive and intellectual disability and helps in developing context specific.

“It is very interesting to learn how Continuous and Comprehensive Evaluation in an inclusive setting be conducted” says a Sanjib Medhi, a D.El.Ed. Student and adds, “As members of a group or a community, all have equal Rights to participate, the practices and services must thus be inclusive of all.”



Mrs. Papori Gogoi with her student teachers

“The Right to Education (RTE) Act, 2009 which makes elementary education a fundamental Right of every child, is of great significance to the government as well as private school. Keeping in view the importance of education of children with special needs in inclusive classroom the handbook developed by SCERT, Assam in collaboration with UNICEF is a milestone in the path inclusion in classroom.”

Realising the importance of the handbook and inclusion Mrs. Papori Gogoi is using it as resource material for Diploma in Elementary Education (D.El.Ed) through ODL-cum-contact mode conducted by SCERT Assam and Krishna Kanta Handiqui state Open University which are one of the study centres for D.El.Ed. programme at DIET Nalbari:

She says “As a teacher educator I have been entrusted to take part in counselling sessions and workshops of these D. El. Ed programmes and found few chapters like . “Emerging gender and inclusive perspectives in education” of the Handbook become very helpful for me during classroom transaction” utters Papori.

“The Handbook on Education for Children with Special Need is full of information, easy to understand as the illustrations are in simple language and it is a very good resource book for the student teachers.”



Speaking the advantages she augments “This has been designed as a package of 4 semesters to equip prospective teachers with the knowledge, attitude, behaviour and skills that they require to perform in their future teaching profession effectively in the classroom, school and wider community.”



She candidly suggests “It has been observed that one of the barriers of Inclusive Education is the professional barrier which includes: *lack of trained professionals, lack of trained human resources, knowledge about CWSN (what they can do?) and lack of awareness about scheme and facilities.* Therefore, it is important to supply this handbook to all the teachers of elementary school of the state along with proper orientation on how to use this book.”

She opines that the handbook may be augmented with Information regarding legislations, policies and services for children with special needs and illustrations on Learning Disability might be helpful to understand by teachers regarding assessment of different types of Learning Disabilities and intervention with knowledge of screening tools.

- Ravindra Kumar Mishra
State Consultant (Teacher Education)
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