

EXECUTIVE SUMMARY

**Development and Testing of Inclusive Teacher Education
Course for B.Ed Level**

Findings of the UGC funded Minor Research Project

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Context:

A teacher with right type of awareness, attitude and competencies is an asset to any institution. Researches that probe in to the awareness, attitude and competencies of teachers will go along way for policy planning, development and implementation of training programmes to the existing and prospective teachers.

Significance

For the effective implementation of inclusive education, general classroom teachers are need to be trained in understanding the special needs of children with disabilities. The prospective teachers demanded an increased understanding of various types of disabilities, types of appropriate curricular and instructional modifications, and interactions with the students with disabilities in the classroom. So, teacher education programmes are in a position to ensure that pre-service teachers acquire the knowledge, dispositions, and performances required to succeed in educating students with disabilities before they get in to the classroom.

Procedure

Developed an Inclusive Teacher Education Programme for pre-service preparation of secondary school teachers, field tested, validated and implemented in a secondary teacher education institution. The study tested the effectiveness of the Inclusive Teacher Education Programme on prospective teachers in terms of a) Knowledge b) attitudes and c) skills. The impact of inclusive teacher education program on the development of related knowledge, attitude and skill among prospective teachers was analyzed.

Findings in brief

The result shows that there is a marked impact on attitude towards inclusive education when the students had undergone the newly developed inclusive teacher education programme. The result also shows that the inclusive teacher education programme is effective for enhancing the awareness on inclusive education.

The findings of the present project can be summarized as:

1. There is significant difference between the mean scores of Attitude towards Inclusive Education among prospective teachers before and after the implementation of the module. Higher mean was associated with the posttest score. Hence the Inclusive Teacher Education Program is effective in promoting prospective teachers' Attitude towards Inclusive Education.
2. There is significant difference between the mean scores of Awareness on Inclusive Education among prospective teachers before and after the intervention. Higher mean was associated with posttest score. Hence The Inclusive Teacher Education Program is effective in increasing prospective teachers' Awareness on Inclusive Education.
3. Teacher trainees who underwent the prepared module handled the special group effectively during their teaching practice.

Conclusion

The newly constructed inclusive teacher education programme:

- Develops an understanding of philosophy, benefits and processes of inclusive education.
- develops an understanding of the pivotal role that a teacher's beliefs and pedagogy play in extending curriculum access to all students
- critically discusses and trials various strategies
- Shows how to develop collaborative working relationships between teachers through the building of a shared understanding of how to develop inclusive practices across schools.