



## **ANALYSIS OF TEACHER EDUCATION CURRICULUM WITH RESPECT TO INCLUSIVE EDUCATION**

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**Key words:** Teacher Education Curriculum, Inclusive Education



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### **Introduction:**

Preparing teachers for inclusive classroom is a challenge in front of teacher education institutions. Teacher education Curriculum plays vital role in preparing teachers. This research inquires whether curriculum of SPPU (formerly university of Pune, Pune.) (Revised from 2008-2013) is taking care of preparing teachers for Inclusive school/classroom. Researchers conducted study to analyze teacher education curriculum's objectives, units, topics/content related to inclusive education directly, indirectly and not related to inclusive education. By analyzing the teacher education curriculum of savitribaiPhule Pune University using document analysis method with the help of data sheets.

### **Objective –**

To analyze Teacher education curriculum concerned with inclusive education.

### **Method -**

For this Objective Document analysis method was used. Data sheets were used to record analysis point. Data sheets were prepared by researcher.

### **Procedure -**

The Methodology and procedure for this Objective is followed according to steps given below.

**STEP-1 –**

Researcher procured B.Ed. syllabus (Revised from -2008-13) from Savitribai Phule Pune University (formerly university of Pune, Pune) on the website [www.unipune.ac.in](http://www.unipune.ac.in).

**STEP-2 –**

Preparation of data sheets:

- a. Data sheet draft format was prepared.
- b. The criteria for analysis of curriculum i.e. objectives, units, topics/content were decided. The criteria's were as D.R. (Directly related to inclusive education), I.R. (Indirectly related to inclusive education) N.R.(Not related to inclusive education) to inclusive education.

The Meaning of the Criteria's for analysis researcher considered as follows.

- A. D.R.- The objectives after fulfilling achieves directly inclusive education purpose and its related units, topics/content are categorized as D.R.
- B. I.R.- The objectives after fulfilling achieves indirectly inclusive education purpose and its related units, topics/content are categorized as I.R.
- C. N.R.- The objectives after fulfilling achieves completely not related inclusive education purpose and its related units, topics/content are categorized as N.R.

**STEP-3 –**

According to this Criteria General Data sheets were prepared and each data sheets had given Table No. indicating in remarks column,D.R., I.R. and N.R. Researcher has prepared 23 general data sheets.

**STEP-4 –**

On the basis of general data sheets 9 final data sheets categorizing directly related and indirectly related curriculum objectives units, topics/ content separated and presented in specific table No (1 to 9).

**STEP-5 –**

Analyzing specific tables (1 to 9) interpretation regarding inclusive education part of curriculum finalized.

By using final data sheets following tables helped researcher to identify directly related, indirectly related to inclusive education Objectives, units, topics/content.

**Table No. 1 Analysis of curriculum [B.Ed. Syllabus revised from 2008-2013] Objective wise related to inclusive education**

Sr. No.	Objective No.	Objective	Remark
1	3	To promote international understanding and protection of human rights and rights of the child.	Directly related to inclusive education
2	5	To use competencies and skills needed for becoming an effective teacher.	Directly related to inclusive education
3	8	To develop Critical awareness about the social realities among the students.	Directly related to inclusive education
4	2	To act as agents of modernization and social change.	Indirectly related to inclusive education
5	4	To become competent and committed professionals willing to perform the identified tasks.	Indirectly related to inclusive education

**Table No. 2 Theory courses**

<b>Name of the courses / papers</b>			
Course 1	Education for new times *		
Course 2	Psychology of development and learning *		
Course 3	School management – principles and practices *		
Course 4	Information Communication Technology and Instructional Designs.		
Course 5	Education evaluation *		
<b>Name of the optional / Elective courses/ papers</b>			
Elective I	Introduction to Guidance and counseling in school.*		
Elective II	Population Education and Adult education.		
Elective III	Introduction to educational research		
Elective IV	Health, physical education and yoga.*		
Elective V	Environmental education and Disaster management.		
<b>Name of the Subject Education</b>			
Sr. No.	Name of the Subject	Sr. No.	Name of the Subject
1	Marathi Education	7	Geography Education
2	Hindi Education	8	Science Education
3	English Education	9	Mathematics Education
4	Sanskrit Education	10	Economics Education
5	Urdu Education	11	Commerce Education
6	History Education	12	Information Technology (IT) Education

**\*only course-1 course-2 course-3 course-5 and course-I and course-IV Elective have objectives, units and Topics related to Inclusive education**

**Content sifting of the course content with respect the Inclusive education**

In final Data sheets only D.R (Direct related to I.E.) and I.R. (Indirect related to I.E.) objectives, units, topics and practical given.

**Table No – 3 Analysis of teacher education curriculum’s Objectives, Units/Topic with Respect to inclusive education directly/indirectly related for paper I - Education for New times**

Sr. No	Obj. No.	Observation Point	Remarks	Core / course paper – Education for New times. Units and Topics / content	Remarks
1	7	To enable the student teachers to understand the social aspect of education and problems faced in contemporary Indian society.	D.R.	<u>Unit</u> - Teacher for new times <u>Topics</u> – Qualities of good teacher for new times.	Directly related to inclusive education
				-Role of teacher in the age of globalization liberalization and privatization.	Indirectly related to inclusive education
2	1	To acquaint the student teacher with the general nature of the modern Indian society.	I.R.	<u>Unit</u> - Modern Indian Society <u>Topics</u> - Education as an instrument of social change.	Indirectly related to inclusive education
3	3	To acquaint the student teacher with goals of education in life.	I.R.	<u>Unit</u> -Agencies of education. <u>Topics</u> - N.G.O. Non- Government organization	Indirectly related to inclusive education
4	9	To acquaint the student teacher with some social aspects of education and human values.	I.R.	<u>Unit</u> - Role of school in modern society. <u>Topics</u> -School as community development center.	Indirectly related to inclusive education
5	11	To enable the students to know the contribution of in N.G.O. education.	I.R.	<u>Unit</u> - Social aspects of education. <u>Topics</u> - Education for deprived people. -Education for minority.	Directly related to inclusive education
				<u>Practical</u> -A study of	Indirectly related

any one N.G.O. ( Non Governments organization) promoting education. to inclusive education

**Table No – 4 Analysis of teacher education curriculum’s Objectives, Units/Topics with Respect to inclusive education directly/indirectly related for paper II -Psychology of Development and Learning**

Sr. No.	Obj. No.	Observation Point	Remarks	Core / course paper – Psychology of Development and Learning. Units and Topics / content	Remarks
		<b>Objectives of the course</b>			
1	2	To enable the student teacher to understand the growth and development of the learner and its importance in the learning process.	D.R	<b>Unit</b> - Growth and development of the Learner. <b>Topics</b> –stages of growth and development later childhood and adolescence . - Role of school in growth and Development of the learner.	Directly related to inclusive education
2	3	Get acquainted with the individual differences among and within the individual.	D.R	<b>Unit</b> - Individual differences related to Academic achievement. <b>Topics</b> - Nature of Individual differences: inter and intra. -causes of individual Differences : a)personal b) Environmental	Directly related to inclusive education
3	4	Identify and cater for the education needs to various types of children.	D.R	<b>Unit</b> -Psychology of Inclusion. <b>Topics</b> - Identification of children with Special needs. -Need of special Education. - Catering special education needs. -Concept of Integrated and Inclusive education. -Adjustment- causes of maladjustment, dealing with child Abuse and child exploitation. - Developing attitudes and Competencies for inclusion.	Directly related to inclusive education

4	5	Understand the role of teacher in school.	<b>D.R.</b>	<b>Unit</b> - Role of the teacher in school. <b>Topics</b> -Teachers effectiveness.	Directly related to inclusive education
				-Teacher- Student, Student-Student interaction ( co-operative and collaborative learning.) -Teacher behavior and classroom, Achievement, effects of teachers.	Indirectly related to inclusive education
5	6	Understand the process of learning and higher mental processes.	<b>I.R.</b>	<b>Unit</b> - Intelligence <b>Topics</b> -multiple Intelligence.	Indirectly related to inclusive education
6	7	Get acquainted with psychological principles and techniques to facilitate learning.	<b>I.R.</b>		
7	8	Understand the concept of Intelligence and the process of memory.	<b>I.R.</b>		

**Table No – 5 Analysis of teacher education curriculum’s Objectives, Units/Topic with Respect to inclusive education directly/indirectly related for paper III -School management Principles and practices**

Sr. No	Obj. No.	Observation Point	Remarks	Core / course paper – School management Principles and practices..	Remarks
		Objectives of the course		Units and Topics / content	
1	2	To Know about the leadership qualities of H.R.	<b>I.R.</b>	<b>Unit</b> - Managerial practices Human Resources. <b>Topics</b> –concept of Leadership. -Styles of leadership.	Indirectly related to inclusive education
2	4	To Know about the importance and concept of	<b>I.R.</b>	<b>Unit</b> - Managerial practices Infrastructural facilities. <b>Topics</b> - Infrastructural	Indirectly related to inclusive education

		institutional planning in school		facilities in school. A) Human needs B) Academic needs - Infrastructural facilities in High excellent schools	
3	5	To understand administrative set-up of Govt. and functions of supportive Authorities.	I.R.	<u>Unit</u> -Management of Various issues and problems in secondary and Higher secondary. <u>Topics</u> -crowded classes. -Discipline problem in school.	Indirectly related to inclusive education
4	7	To understand the various concept of management and their use in daily school routine.	I.R.	<u>Practical</u> – A study of school plant and compare with high excellent school.	Indirectly related to inclusive education
5	8	To develop professionalism and work culture in teachers.	I.R.		

**Table No – 6 Analysis of teacher education curriculum’s Objectives, Units/Topic with Respect to inclusive education directly/indirectly related for paper V -Educational Evaluation**

Sr. No.	Obj. No.	Observation Point	Remarks	Core / course paper – Educational Evaluation	Remarks
		Objectives of the course		Units and Topics / content	
1	1	To understand the theory of evaluation.	I.R.	<u>Unit</u> - Educational Evaluation and Statistics. <u>Topics</u> – Principles and aspect of Evaluation. [I.R.]	Indirectly related to inclusive education
2	4	To Familiarize with new trends in evaluation	I.R.	<u>Unit</u> - Tools and Techniques of Evaluation. <u>Topics</u> – Characteristics of good measuring instruments and factors affecting them. - Evaluation Approach	Indirectly related to inclusive education

**Table No – 7 Analysis of teacher education curriculum’s Objectives, Units/Topic with Respect to inclusive education directly/indirectly related for paper Elective I -**

**Introduction to Guidance and counseling in school**

Sr. No.	Obj. No.	Observation Point	Remarks	Core / course paper – Introduction to Guidance and counseling in school. Units and Topics / content	Remarks
<b>Objectives of the course</b>					
1	2	To enable the student teacher to Get acquainted with the principles, issues, problems and procedure of guidance.	I.R.	<u>Unit</u> -Guidance in School. <u>Topics</u> –concept, Need and meaning of Guidance. -principles of guidance. - procedure of guidance ( steps) - Issues and problems of guidance. - Role of school in guidance.	Indirectly related to inclusive education
2	3	Develop understanding about the role of school in guidance	I.R.	<u>Unit</u> - Areas, Tools and Techniques in Guidance. <u>Topics</u> – Psychological tests	Indirectly related to inclusive education
3	6	Get acquainted with the principles and process of counseling	I.R.	<u>Unit</u> -Counseling in school. <u>Topics</u> -concept, Need and meaning of Counseling. - Principles of counseling. - Counseling process and role. - Qualities and role of a schoolCounselor.	Indirectly related to inclusive education
4	7	Realize the qualities and role of a counselor	I.R.	<u>Unit</u> -Tools and Techniques in Counseling. <u>Topics</u> -Individual counseling and Group Counseling. -Importance of follow up in Counseling -Counseling for parents.  -Counseling for the children with special needs.	Indirectly related to inclusive education  Directly related to inclusive education
5	10	Realize the need of counseling for children with special needs.	D.R.	<u>Practical</u> –Interview of a school counselor.	Indirectly related to inclusive education



**Table No – 8 Analysis of teacher education curriculum’s Objectives, Units/Topic with Respect to inclusive education directly/indirectly related for paper Elective IV -Health, physical Education and Yoga**

Sr. No.	Obj. No.	Observation Point	Remarks	Core / course paper – Health, physical Education and Yoga.	Remarks
		Objectives of the course		Units and Topics / content	
1	1	To introduce the student teacher with the concept of holistic health.	I.R.	<u>Unit</u> - Health <u>Topics</u> –Introduction Definition and Meaning of health. - Dimensions of health. - Determinants of health.	Indirectly related to inclusive education
2	2	To enable them to understand the various dimensions and determinants of health.	I.R.		
3	3	To Acquaint them to school health program and its importance.	I.R.		

**Table No – 9 Analysis of teacher education curriculum’s Objectives, Units/Topic with Respect to inclusive education directly/indirectly related for paper VI Subject Education**

\*all

Sr. No.	Obj. No.	Observation Point	Remarks	Core / course paper – Subject Education	Remarks
		Objectives of the course		Units and Topics / content	
1	10	Understand role and qualities of a good teacher.	I.R.	-	Not Related to inclusive education
2	11	Understand different evaluation techniques and procedures.	I.R.	-	Not Related to inclusive education

**subject education [Marathi, Hindi, English, Sanskrit, Urdu, History, Geography, Science, Mathematics, Commerce, Economics and I.T.education] papers do not have units/ topic related to inclusive education.**

**Interpretation:-**

- In pre-service teacher education programme (B.Ed. syllabus Revised from 2008-2013) only three objectives are directly related to inclusion and two objectives are indirectly related to inclusive education.
- In B.Ed. Syllabus there are five core courses / papers out of these four core courses have objectives, units topics / content, practicals directly and indirectly related to inclusive education.
- In B.Ed. Syllabus there are five optional / elective course / papers out of five only two papers covered topics related to Inclusion.
- Only two Courses Psychology of Development and learning and optional course I – Introduction to guidance and counseling in school are carried out topics directly related to inclusive education and books references are given properly.

**Conclusion:**

In pre-service teacher education programme (B.Ed. syllabus revised from 2008-2013) there is no optional and core paper of inclusive education. Only two course(Psychology of Development and learning and Introduction to guidance and counseling in school) have covered topics or content directly related to inclusive education.

**Suggestions:**

- There is a need in pre-service teacher education programme inclusive education subject add as optional or core paper.
- Infused philosophy of inclusive education or topics related to inclusive education included in the core-courses.
- Inclusive education related components should be add in practicum part.
- Working with community, co-curriculum activities and in social service should be design in the lens of inclusive education.
- In practice lesson inclusive lesson planning should be compulsory.
- Internship programme will be organized in general school as well as inclusive school.
- Pre-service teacher education programme preparing student teacher to
  1. Identify the learning needs of students arising due to disabilities, gender, social and Economic disadvantages.

2. Do modification in teaching learning activities based on the needs of students.
3. Teach in inclusive classroom rather than in segregated setting.
4. Make teaching learning and assessment activities accessible to all the students.
5. Work in collaboration with the special educator/resource/ general teacher.

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