



## **STATUS OF THE TRAINING PROGRAM OF EDUCATORS IN IDENTIFYING INCLUSIVE LEARNING ENVIRONMENT**

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### **Abstract:**

*The New Education Policy (2020), the first comprehensive policy in 34 years under the Modi administration, is a historic endeavour. The National Education Policy's goal is to serve as a framework for the growth of education in the nation.*

*This is India's third strategy to replace the NEP since 1986. The National Education Policy, 2020, which intends to make India a global knowledge superpower while maintaining equity and inclusion, has communicated the structural shift in the educational system.*

*All programs for educating teachers will include teaching how to work with students who have particular disabilities under the New Education Policy. The latest provision in the new school policy (NEP) 2020, which was adopted by the Union Cabinet of India in July 2020, encourages and promotes "Barrier-free access to Education for all Children with Disabilities." First formed in 1986, India's first education policy had its most recent revision in 1992. India needed to revamp its entire education policy. The long-awaited new reforms that India was hoping for are described in the New Education Policy. Two items will be prioritized in the application of this new rule. Giving teachers knowledge and skills on how to teach kids with particular difficulties. The purpose of this research is to study the status of the training program of Educators on teachers' conceptual understanding and attitude toward mental disorders in students using metadata extracted from International and National Research articles as well as several articles from Journals of International and National editions indexed in the database. It further investigates the effect of the training programs on the educators to identify and create an environment that caters to all.*

**Keywords:** *National Education Policy, Barrier-free, Equity, Inclusion, Disability*

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### **Introduction:**

Teachers are regarded as the most powerful agents for implementing inclusive education, sadly teacher training remains the most neglected aspect, especially in India. The present study evaluates the results of teacher training programs on attitudes and instructional practices of school teachers in identifying children with mental disabilities.

The NEP addresses numerous elements of trainer education, preparation, and provider situations that can be applicable for youngsters with disabilities. These consist of short-time period specialization guides to educate youngsters with disabilities and modules on coaching youngsters with disabilities inside current programs.



Moreover, instructors can be supplied extra autonomy in choosing pedagogical equipment applicable to their schoolroom contexts and could not be required to carry out non-coaching tasks. Teachers can be skilled to understand and pick out disabilities, in particular unique gaining knowledge of disabilities.

2.68 billion persons, or 2.21 percent of the country's population, are classified as "disabled" in India, according to the 2011 Census. The NEP 2020 mission is focused on taking action for the educational rehabilitation of individuals with disabilities at a time when "inclusive development" is being emphasized as the best path to sustainable development. Making sure that all buildings and amenities are handicap accessible and welcoming; creating a Cell for Persons with Disabilities/Divyangs, which will include administrators, teachers, and students; heavily utilizing technology in teaching and learning to get around language barriers and give Divyang students more opportunities

And to train teachers in identifying and understanding disability and its types. Creating a sensitive ecosystem for individuals with impairments is the mission of the Centre for Disability Studies. Opportunities; and strengthening and modernizing the university library to ensure accessibility.

### Objectives

For the present study, the investigator thought of the following objectives

1. To find out the effectiveness of Structured Educational Modules in the identification of Inclusive learning environment
2. To enrich the understanding of the topic undertaken by the researcher.
3. To identify how NEP 2020 caters to the children with disabilities.

### Research Questions:

1. How are conceptual understanding and awareness about mental disorders significant for school teachers?
2. What are the gaps in the research that can be identified from the review of related research literature for future researchers?
3. How effective is the training program tried out by earlier researchers on the teaching faculty?

### Methodology:

Internet surfing, journal readings, book references, and other methods were used to gather secondary data. Numerous already published scientific papers were cited.

### Major Category of Research Review:

Effectiveness of training programs on the capacity building of teachers to identify mental disorders.

### Areas of Research:

- International Research articles
- Indian research Articles
- Journal Articles

### An urgent challenge is teacher training

Teachers' Attitudes and Perceptions Toward Inclusion General teachers are thought to be crucial to the achievement of IE. They are supposed to give their students the right education, to identify the necessary answers, and to respond correctly and effectively to any issues relating to their pupils' varied requirements



(Memisevic and Hodzic, 2011).

Providing equal education for all students, including those with special educational needs and disabilities (SEND), as outlined by the United National Scientific and Cultural Organization, is one of the major challenges facing educational systems around the world when implementing inclusive education (IE) (UNESCO, 1994, 2008). Research on inclusion policies and implementation outlines a contentious subject that poses moral and disciplinary conundrums (Acedo, Ferrer, and Pamies, 2009; Nubrown and Clough, 2013). According to a 2009 report by the Inclusive International Organization, SEND students are still being kept out of the classroom. However, thorough research is missing, and in order to oversee equal education programs, it is necessary to look at implementation challenges as well as define success indicators.

Implementing inclusion policies, according to Acedo et al. (2009), necessitates a knowledge that IE is a continuous process that needs daily upkeep and entails locating and eliminating barriers as well as building a solid foundation of inclusive organization and pedagogy.

#### **Studies related to teacher training:**

For teacher educators, finding the optimal method of inclusion preparation for teachers is a critical concern. A key component of teacher preparation, which includes preparing instructors for inclusive classrooms, is field experience. These include inadequate explicit inclusive policies embracing particular inclusive and child-centered techniques and a lack of appropriate teacher training (Ametepee&Anastasiou, 2015). The updated programme will equip educators with the abilities needed to function successfully in inclusive classrooms. It is also necessary for universities and educational institutions to work together and systematically to provide a smooth transition from undergraduate teacher preparation to becoming a capable and well-trained inclusive teacher (Chris & Chambers, 2011).

It has been discovered that teachers who have a strong sense of self-efficacy and confidence in their capacity to inspire their students—even those with SEND—had an immediate impact on their student's academic success and emotional welfare. A high level of self-efficacy among instructors affects parent and school staff communication and collaboration when creating individual programs (IPs) (Bandura and Barbaranelli, 1996; Mc Naughton and Vostal, 2010). However, the majority of studies examining teachers' attitudes and perceptions toward IE revealed that teachers lack confidence in their abilities to meet the needs of all of their students and feel frustrated, afraid, angry, and frustrated (Avramidis, Bayliss, and Burden, 2002; Barsed, Knapp, and Neuharth-Pritchett, 2011).

The type of training and the growth of a sense of self-efficacy are key factors in creating teachers' capacities to deal with students with SEND, according to models outlining teacher training programmes for IE. Allday, Neilsen-Gatti, and Hudson (2013) identified four basic skills that are crucial for the inclusive teacher and that should be instilled during the training period:

- a) familiarity with the characteristics of students with SEND and understanding their areas of responsibility as teachers in implementing laws dictating IE in the school;
- b) expertise in teaching methods adapted to a wide range of pupils; and



c) excellent classroom management skills for creating the ideal class environment.

A member of a team and works collaboratively with other educators and experts to build intervention programs. It was discovered that student professional growth in these four areas is insufficiently covered in teacher-training programs. Incorporating study of events from the field experience during training enhances prospective teachers' capacity to collaborate, according to **Lengyel and Vernon- Doston (2010)**.

According to **Lengyel and Vernon- Doston**, incorporating analysis of incidents from the field experience during training improves prospective teachers' capacity for collaboration (2010). The literature outlines a variety of inter-track training programs that aim to bridge the gap between special education and general education. The NAHAR multi-track training programme, an experimental teacher-training programme at Israel's Levinsky College of Education, is one of these initiatives (**Margolin, 2010**).

This curriculum acknowledged that preparing teachers for a changing workplace where they must fulfil students' individual needs in a general education context requires practice as well as the cooperation of specialists in general and special education. In this programme, primary and special education students collaborated with lecturers and instructors from both areas in a professional learning community that promoted integration and connectedness between the fields as well as practice followed by reflection.

For teacher educators, the challenge is to make everything that practicum experiences are obtained by aspiring teachers This provides an opportunity to assess and develop their acquire constructive lessons on how to deal with your beliefs the demands of a classroom for inclusive education. Most of the review's literature in this field made the following observation: Many educators did not believe they possessed the requisite capacity to carry out inclusive education.

The author suggests that opportunities for first-hand interactions with kids who have special needs during field excursions should be included in teacher preparation programmes to help prepare them for inclusive classrooms. As a result, **Rose and Garner (2010)** emphasized the value of adding practical, classroom experiences to the academic foundation of university inclusion courses.

Meanwhile, it is strongly advised that the teacher Educators serve as role models for the inclusion of aspiring instructors .However, research has indicated that They are unable to use inclusive training principles ineffective practical advice for students and are uncertain that showing out inclusive behaviours is important (**Rouse &FI**) Consequently, called for possibilities for the professional growth of teachers and educators their understanding of and practical experience with inclusive educational strategies, ideas, abilities, and values.

(**EADSNE, 2012; Rouse & Florian, 2012**)Unpreparedness can be made worse by the presence of students 10 Israeli teachers' perspectives and practices were affected by professional development, and the results showed that the teachers' attitudes and propensity to apply inclusion had improved (**Crispel & Kasperski, 2021**).A review of 27 research from North America and Australia found that interventions aimed at improving teachers' attitudes, perspectives, knowledge, and skill sets for inclusive education had favourable results (**Tristani& Bassett-Gunter, 2020**). It was mentioned that the workshop method seems to work better for changing teaching



methods and improving teachers' skills. However, it was discovered that there was inadequate proof to back up successful outcomes in a short amount of time given the length and frequency of training.

**Sharma & Nuttal, 2016**, including 30 pre-service teachers discovered that while their efficacy and positive attitudes significantly increased, their anxieties significantly decreased, making them less worried. Participants who had no prior experience with students with impairments showed the greatest improvement.

According to a study looking at pre-service teachers' assessments of their readiness to include students with disabilities, simply increasing knowledge of legislation and policy and confidence will not help in cultivating a positive attitude. Instead, it led to higher than expected stress levels due to concerns about time constraints and greater expectations for teachers. Higher education, years of experience, and prior training did not reduce worries about inclusion or foster favourable attitudes about including impaired children (**Forlina & Chambersb, 2011**). Another study by Mixed findings was reported in a study that looked at the effects of three variables. Years of service had an impact on self-efficacy in social interactions, and those majoring in special education or who had prior experience working with children with special needs scored much higher. Self-efficacy was also found to be correlated with training intensity (**Leyser et al., 2011**). In-service teachers in Jaipur, India, participated in another study that revealed improved attitudes, expanded knowledge, and flexibility in teaching approaches following training. However, no relationship between background factors like age or years of experience and attitudes or knowledge of instructional strategies was seen (**Srivastava et al., 2015**). **Carew et al.**, conducted a longitudinal, quasi-experimental, pre-and post-test study with 130 Kenyan teachers and found lower teacher worries, improved cognitive and affective attitudes, and higher levels of self-efficacy. However, there was little change in the aim to use inclusive teaching methods.

In Australia, Canada, Hong Kong, and Singapore, 603 teachers enrolled in undergraduate teacher training programmes were assessed on attitudes, worries, and sentiments regarding inclusive education (**Sharma et al., 2008**). The outcomes showed a considerable improvement in attitudes, but not a significant improvement in instructors' comfort levels. Another conclusion was that teachers with a positive outlook are more likely to work with students who have disabilities and are in regular, direct contact with them. The training program's content and methodology were thought to be the most important predictors of improvement.

**Taylor HG et al. (2002)** conducted a study in India stating the efficiency of kindergarten teacher judgment in identifying early learning problems. To identify early learning problems, kindergarten teachers in a suburban school rated student progress towards six academic objectives as satisfactory or unsatisfactory. 20% of the district's 303 kindergarten children received terrible ratings in at least one area—thirty-eight of these children (identified group). Results of testing conducted revealed poorer academic achievement in identified children than in non - identified children these findings support teacher judgment in the early detection of learning problems and found that the result is unsatisfactory.

#### **Effectiveness of Training Program on the Capacity Building of Teachers to Identify Mental Disorders.**

##### **National Research articles:**

Researchers **Vijayalakshmi N. and Benitta (2017)**, examined how self-educational modules affected adolescents' attitudes and knowledge on obesity prevention. The study evaluates the efficacy of self- instructional



modules on adolescents' knowledge and attitudes on obesity prevention in a chosen school, Coimbatore. The researchers came to the conclusion that the self-instructional Module efficiently raises adolescents' knowledge and disposition with regard to preventing obesity.

**E. Crowe (2016)** did research on a constructive-reconstructive strategy to teaching critical reflection skills for advanced mental health nursing practice. The Cumulative Index of Nursing and Allied Health Literature was used to find the nursing literature that was reviewed (CINAHL).

**International Research articles:**

In order to create Mind matters, **Johanna Wyn (2009)** developed a programme that was tested in 24 secondary schools in various Australian states. The trial run was altered by a group of academics and health education specialists. They came to the conclusion that educators must be trained to be at ease and confident in advocating for and instructing on mental health. Even in the case of persistent mental problems, the training, and assistance of the teachers aid in effective and efficient improvement.

**Liza Thank Daniel, Sandhya Gupta Liza, and Rajesh Sagar's (2003)** study reported a significant increase in primary school teachers' knowledge regarding early symptoms of childhood psychiatric disorders after exposure to the self-instruction module. This finding was that self-instruction in their study on childhood psychiatric disorders could improve teachers' knowledge. Most of the primary school teachers (74%) in the present study had learned about childhood psychiatric disorders during their teachers' training. How Learned their knowledge score was not significantly different from those who did not study these topics during their training. The possible reason could be that, though teachers learn introductory general psychology at the pre-service level, they do not receive specific training to identify a wide variety of symptoms related to childhood psychiatric disorders.

**An article in an International Journal of The University of Western Ontario on "Identifying and supporting students with mental health challenges"** found that the number of children and youth struggling with mental health challenges is prevalent. Teachers have an influential role in students' lives and learning, and teachers require professional development training regarding student mental health issues.

**Interpretation:**

The reviews associated with the effectiveness of teachers' training programs to reinforce their knowledge and attitude towards mental disorders are considerably less in number. However, the articles and research found are reviewed to point out that almost all teachers, who weren't currently participating in inclusive programs, had strong, negative feelings about inclusion. Those that had undergone training programs developed positive attitudes toward disabilities and inclusion.

**Overall Conclusion:**

The NEP 2020 has achieved an awesome job of addressing the children with special needs address. It has Achieved properly in suggesting a number of commendable measures, of training teacher's inaccessible areas. The NEP addresses numerous elements of trainer education, preparation, and provides situations that can be Applicable for youngsters with disabilities. These consist of short-time period specialization guides to educate youngsters with disabilities and modules on coaching youngsters with disabilities inside current programs.



Moreover, instructors can be supplied extra autonomy in choosing pedagogical equipment applicable to their school room contexts and could not be required to carry out non-coaching tasks. **Teachers can be skilled to understand and pick out disabilities**, in particular unique gaining knowledge of disabilities.

The findings were that teachers' conceptual knowledge and attitudes towards students with mental disorders were consistently more positive after undergoing training programs than those teachers who were never exposed to any training. The research on training programs for pre-service and in-service teachers for the capacity building to accommodate, identify, and help the children be treated since childhood is the most critical and neglected area of educational research. This is considered as the gap in the research area related to mental disorders.

**Implications of these findings** will help the researcher conduct research in a similar area to fill the gaps identified and improve teachers' attitudes through instructional Modules in developing awareness towards identifying the disabilities and the inclusion of students with disabilities into their classroom.

#### **Justification for the research:**

In order to close the knowledge gaps and improve teachers' conceptual grasp of how to diagnose mental problems in children and initiate corrective measures and interventions, the researcher would want to do study in a related field. To teach the teachers how to recognize a few prevalent mental diseases, the researcher proposes to develop a self-instructional module.

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