Creating Inclusive Teachers: Teacher Education for Socially Inclusive Classrooms under NEP 2020

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Abstract

The National Education Policy (NEP) 2020 emphasizes inclusive education as a fundamental principle to ensure equitable learning opportunities for all students. This study explores how teacher education programs can prepare educators to create socially inclusive classrooms. It examines the role of teacher training, pedagogical strategies, and policy support in fostering inclusive teaching practices. Through surveys and data analysis, the research identifies key challenges and best practices in implementing inclusive education, ultimately offering recommendations for strengthening teacher preparation programs under NEP 2020.

Significance of the Study

The study is significant as it addresses the growing need for inclusive education in India, aligning with the NEP 2020's vision of equitable learning. It highlights the role of teacher training in accommodating diverse learners, including students with disabilities, marginalized communities, and economically disadvantaged backgrounds. The findings will contribute to policy development, institutional strategies, and curriculum enhancements for inclusive teacher education.

Objectives of the Study

1. To analyze the impact of teacher education programs on preparing educators for inclusive classrooms.
2. To assess the effectiveness of pedagogical strategies in fostering inclusivity.
3. To evaluate the role of NEP 2020 in promoting inclusive teacher education.

Hypotheses of the Study

1. Teacher education programs significantly influence the development of inclusive teaching skills.
2. Pedagogical strategies focused on inclusivity lead to better student engagement and learning outcomes.
3. NEP 2020 provides a strong policy framework for inclusive teacher education, but its implementation faces challenges.

Research Methodology

- **Research Design:** Descriptive and exploratory research design.
- **Population:** Teachers, teacher educators, and education policymakers in India.
- **Sampling Method:** Stratified random sampling.
- **Sample Size:** 200 teachers from various educational institutions.
- **Data Collection:** Surveys and structured interviews.
- **Data Analysis:** Quantitative and qualitative analysis using statistical tools.

Survey Questionnaire

1. How well do you understand the principles of inclusive education?
2. What challenges do you face in implementing inclusive teaching practices?
3. How effective are current teacher training programs in preparing you for inclusivity?
4. What support mechanisms are available in your institution for inclusive teaching?
5. How can NEP 2020 policies be improved to enhance inclusive education?

Data Analysis

Table Number -1
Perceptions of Teachers on Inclusive Education Training

Factor	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Teacher training enhances inclusivity	40%	35%	15%	7%	3%

National Seminar [Hybrid Mode] on "Teacher Education and Professional Development: A NEP 2020 Perspective" Dt. 21 & 22 Feb 2025 With e-ISSN 2394-8426 & International Impact Factor 8.357

DOI link - https://doi.org/10.69758/GIMRJ/2501I02S01V13P0051

Lack of resources is a major challenge	50%	30%	10%	7%	3%
Pedagogical strategies improve engagement	45%	40%	10%	3%	2%

Graph Number – 1

Graph showing the results related to Perceptions of Teachers on Inclusive Education Training
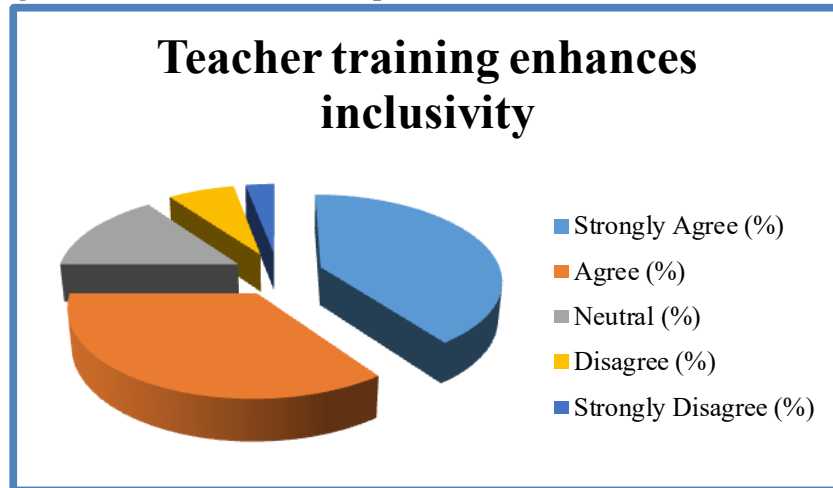
Interpretation

The data suggests that most teachers recognize the importance of training programs in fostering inclusive classrooms. However, challenges such as inadequate resources and institutional support hinder effective implementation. While pedagogical strategies are seen as beneficial, their adoption requires stronger policy and administrative backing.

Findings and Conclusion

- Teacher education programs play a crucial role in promoting inclusivity but require enhancements.
- Institutional barriers such as limited resources and lack of administrative support affect inclusive teaching.
- NEP 2020 provides a strong framework, but its execution needs better implementation strategies.
- Policy recommendations should focus on curriculum development, teacher support systems, and resource allocation.
- Strengthening teacher training programs will lead to more effective socially inclusive classrooms.

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