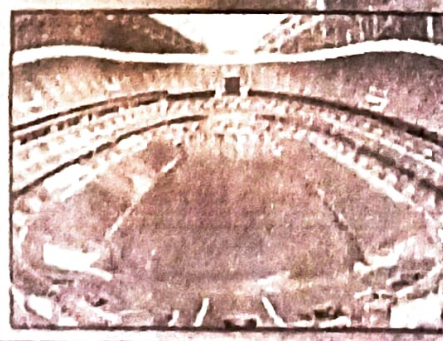


# HORIZON PALAESTRA

International Journal of Health, Sports and Physical Education



Special Issue :  
(Vol.-II) No. II June 2019



# 2<sup>ND</sup> MULTIDISCIPLINARY INTERNATIONAL CONFERENCE ON

INNOVATION, CULTURE, INNOVATIVE IDEAS IN THE FIELDS OF SCIENCE,  
SOCIAL SCIENCES, EDUCATION, PHYSICAL EDUCATION & SPORTS,  
ENGINEERING, LAW, SPORTS TOURISM AND  
COMMERCE & MANAGEMENT

*Organised by*

**Indian Institute of Scientific Research and Analysis**



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**Sripatum University International College Bangkok, Thailand,**  
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BANGKOK, 10520  
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3 - 4 JUNE 2019

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## ROLE OF INCLUSIVE EDUCATION COURSE IN TEACHER EDUCATION FOR HARMONY AMONG THE SOCIETY

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### Abstract

India is a democratic country. Various Commissions and Committees have given various recommendations about the education for Special Children. National Council for Teacher Education (NCTE) published B.Ed. Curriculum in 2014. In this Curriculum one separate paper on "Creating an Inclusive School" is included. NCTE has given only guideline about the Syllabus. The details are not mentioned.

Harmony for living requires coordination between Values, Knowledge and development of Attitudes, Skills, and Behaviours. Inculcation of Harmony is developed from School Education.

There are eleven Universities in Maharashtra State, running Bachelor of Teacher Education Programme (B.Ed.), All university revised B.Ed. Curriculum according to NCTE guideline. All university included Inclusive Education course. The structure of the course is different in each University. The presenter analysed the syllabus developed by the various universities and has given some suggestion for the same. National Council Education Research and Training (NCERT) and State Council of Education Research and training (SCERT) imparts training to the primary teachers to teach the disabled children 2019. They basically focus on the Learning style of the students. All the universities require rethinking of the Inclusive Education course according to Government Resolution (GR) and different Learning style of the students.

### Introduction

India is a democratic Country. Harmony in the society can be achieved when every child gets equal opportunity to learn. Every Child has unique identity. It is the responsibility of the Government to give education to every child. After Independence Various Commissions and Committees on education have given the guideline about education of disabled child. National Policy on Education 1986 and 2015 have included the education of disabled child.