

RESEARCH DEMAGOGUE

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2ND INTERNATIONAL CONFERENCE

ON

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Organized by



Shri Shivaji Education Society's
Shri Shivaji College of Education, Amravati,
Maharashtra, India.

(Affiliated to Sant Gadge Baba Amravati University)
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International Federation of
Physical Education, Fitness and
Sports Science Associations

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Research Demagogue



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**IMPLEMENTATION OF INCLUSION : CHALLENGES FOR TEACHER
EDUCATION**

ABSTRACT

It is an established fact that an education system built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy. The present education system The National Education Policy, 2016 envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever-globalising, knowledge-based societies, and developing responsible citizens who respect the Indian tradition of acceptance of diversity of India's heritage, culture and history and promote social cohesion and religious amity.

**RATIONAL OF INCLUSIVE EDUCATION IN
TEACHER EDUCATION:**

In National Policy (2016) has published 'Some Inputs for Draft National Educational Society-2016. There is the one of the component of the Inclusive Education. AS per National policy some initiatives has been expected from education.

**INCLUSIVE EDUCATION AND STUDENT
SUPPORT**

Especially in rural areas is not creating a heterogeneous environment for inclusive education to cater to the educational needs of children with special needs and socially backward communities. Though in recent decades, access to education has improved even in rural areas, students coming from socially or economically weaker segments suffer significant handicaps relating to inequality in learning opportunities, often stemming from sociological and circumstantial factors.

**THE FOLLOWING POLICY INITIATIVES WILL BE
TAKEN:**

1.) Issues of gender, social, cultural and regional disparities, with an emphasis on diversity, will be properly addressed in the curriculum and its transaction. Curriculum will cover the issues of social justice and harmony and legal measures in order to avoid social discrimination.

2.) Pre-vocational oriented activities will be infused in the curriculum from early stages to

develop positive attitude towards dignity of labour and develop skills in children

3) Special interventions will be undertaken to meet the educational needs of differently baled children and children with learning disabilities who are facing multiple problems of social neglect, absence of support systems in the home, inadequate and lack of appropriate facilities and assistive devices, particularly in schools located in smaller towns and villages.

4) The ongoing centrally sponsored schemes for children with special needs will continue and their coverage and funding will be augmented. A suitable mechanism will be developed at the State and district levels for oversight of the implementation of various schemes as well as identifying and providing for children with special needs.

5) The Central Government will take the lead in devising a long term plan for addressing the problem of learning disabilities, provide investment in research and training and make available necessary resources.

6) The critical stages in the learning periods of the disadvantaged children from socially and economically disadvantaged sections will be supported with extra remedial coaching or advisory facility.

7) There will be dedicated funds for R&D to strengthen disability studies in higher education.