

Various Dimensions of Social Culture

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Prospects of Inclusive Education

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Abstract

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA. As an overarching principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society.

Inclusion and quality are reciprocal. In order to realize the right to education as outlined above, the EFA movement is increasingly concerned with linking inclusive education with quality education. While there is no single universally accepted definition of quality education, most conceptual frameworks incorporate two important components – the cognitive development of the learner on the one hand and the role of education in promoting values and attitudes of responsible citizenship and/or creative and emotional development on the other.

Inclusion requires a large vision and specific competencies for all teachers. Now the teachers need to know that diversity is present in the classroom, and that they should attend to learners with a range of diverse needs. In this frame, it is imperative to prepare teachers for inclusion in all curricular plans for pre-service teachers, also for teachers in services. The professional aptitudes for it are discussed in this paper. A brief description of teachers' role for inclusive education is given in this paper. This paper also discusses with some challenges of inclusive education.

Key Words: Inclusion, Teachers, Teaching