

INCLUSIVE EDUCATION: A CHALLENGE BEFORE US

BHAWNAPHOGAT & NIDHIMADAN

Assistant Professor, M.D.College of Education, Maharshi Dayanand University, Rohtak, India

ABSTRACT

Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. Recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission (Julka, 2005). Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. There is no need of reinforcing the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive classroom environment. The teacher education diplomas and degrees offer “Education of children with special needs” as an optional subject, in order to prepare teachers to identify and diagnose disability. However it gives them a holistic perspective with respect to dealing with diversity or challenge negative attitudes. The challenges and prospects in India are elucidated in the present paper.

KEYWORDS: Education, Teacher, Classroom Environment