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POLICIES AND PRACTICES FOR BETTER LEARNING, INCLUSION AND EQUITY IN EDUCATION

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INTRODUCTION—

For policy and decision makers in the field of education and training, three main questions:

1-what are effect of educational inequality on the economic and social outcomes of individuals , social groups and regions and on social mobility, economic growth and social cohesion in the EU.

2-what are the effect of poverty ,inequality and wider socioeconomics disadvantage on the educational opportunities, learning experience and educational outcomes at each stage of an Individuals life course and at a different types and level of education and training.

3- which specific policies and practices are shown to promote equity ,inclusion and better outcomes in educational and social equality, social mobility and social cohesion through education .what are key success factor for transferability and sustainability.

Causes and consequences of inequalities in education

Education policy needs to cater for diversity and enable all citizens to succeed in education and to develop their full potential, according to their specific learning need and irrespective of their background.

1-a learners socioeconomic background remains the strongest determinant of educational success or failure in all member states and all levels of education.

2-initial vocational education and training has much higher dropout rates than academic routes.

Importance of access policies in education

1. Admission policies and institutional segregation.
2. Limited lifelong opportunities.
3. How can access policies facilities inclusion and equality?

Improving access to early childhood education and care. Expanding compulsory education.

4. Promoting mixed schools and classrooms.

   Increasing availability and affordability of lifelong learning opportunities.

5. Links between transition arrangement and inequalities and social exclusion.

6. Reduced transition barriers

7. Improving the quality of content and teacher preparedness facility inclusion and equality.

Measures and practices promoting inclusion in and through education and training.

Inclusive school practices.

1-a holistic approach in school education.

2-positive learning teaching environments.

3-innovative pedagogies

The need for cross policy synergies and multi-professional partnerships.

   1- Early warning systems.

   2- Targeted support.

Cross-sectoral synergies.

   1-links between education and training and the labor market.

   2-Links between education and training and the labor market.

What countries do to tackle educational disadvantage and social exclusion? Gaps and potential for future research.

   1- Allocate resources more equitably across schools, often through targeted funding to particular areas.

   2- Provide support to those who need it in order to succeed in education.

   3- Have systems where quality and equality are not in tension.

   4- Report high rate of tertiary qualifications among adults.

IMPLEMENTATION OF INCLUSEIVE EDUCATION PROGRAMMES IN INDIA

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Abstract

Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. About 80% of Indian population lives in rural areas without provision for special schools. It means there are an estimated 8 million children out of school in India, many of whom are marginalized by dimensions such as poverty, gender, disability and caste. Today what are the needs and challenges for achieving the goal of inclusive education? How will an inclusive environment meet the needs of children with disabilities? How quality education can be effectively and efficiently delivered for all children? Therefore, inclusive schools should address the needs of all children in every community. Central and state governments should manage inclusive classroom.

INTRODUCTION

Inclusive education has been defined at various ways that addresses the learning needs of the differently abled children. The efforts of the government of India over the last five decades have been towards providing comprehensive range of services toward education of children with disability. Inclusion is an effort to make sure that diverse learner those with disabilities different languages and cultures different homes and family lives different interests and ways of learning. Inclusive education denotes that all children irrespective of their strengths and weaknesses will be a part of mainstream education.

In almost every country, inclusive education has emerged as one of the most the dominant issues in the education. The researches show the teachers in inclusive setting collaborate more and more spend more time planning, learn new techniques from one another, participate in more professional development activities, show a greater willingness to change and use a wider range of creative strategies to meet student's needs. All school going children whether they are disabled or not have the right to education as they are the future citizens of the country. Today is widely accepted the inclusion maximizes the potential of the vast majority of students, ensures their rights and is the preferred educational approach for the 21st century.

CONCEPT

The principle of inclusive education was adopted at the World Conference on Special Needs Education: Access and Quality and was restated at eh world education forum. The statement solicits governments to give the highest priority to making education systems inclusive and adopt the principle of Inclusive education as a matter of policy. The idea of inclusion is further supported by the United Nations Standard Rules on Equalization of Opportunities for persons with disability proclaiming participation and equality for all. Inclusive education is defined as a process of addressing the diverse needs of all learner by reducing the barriers to and within the learning environment. It means attending the age appropriate class of the child's local school with individually tailored support. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. At the Jometin World Conference in Thailand, the goals for 'Education for All' were set and it was proclaimed that every person shall be able to benefit from educational opportunities which would meet their basic learning needs. Inclusion is an educational approach and philosophy that provides all students greater opportunities for academic and social achievement. This includes opportunities to participate in the full range of social, recreational, arts, sports, music, day care and afterschool care, extra-curricular, faith based, and all other activities. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. This broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining all children in school through a program that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.

MEASURES FOR IMPLEMENTING INCLUSIVE EDUCATION

Inclusive education helps the disabled child to develop a sense of pride in their work because they feel like they accomplished something. We know that Albert Einstein was learning disabled but still managed to become the greatest mind of the 20th century. Educating children with disabilities alongside their non-disabled peers is considered one of the better ways to provide education to the population in India (Shah, 2005, Shah et al., 2014). The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive

education in the country. So, there are following measures for better implementation of Inclusive

Education in India.

1. The Right to Education (RTE) must apply to all citizens of India. State and central Governments as well as all the other social actors should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners.

2. A policy of inclusion needs to be implemented in all schools and throughout Indian education system (NCF, 2005). Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and in difficult circumstances get the maximum benefit of this critical area of education.

3. The preparation of teachers for rural special education program should be planned differently, as the aim of these programs would be to integrate disabled persons in their environment and community.

4. As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.

5. A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms.

6. The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusive school must enable education structures, systems and methodologies to meet the needs of all children, particularly those who face the greatest barriers to achieving their right to education.

7. Parents have a right to be involved in all decision-making concerning their child. They should be partners in the education process. Where there is such co-operation, parents have been found to be very important resources for the teachers and the schools.

8. Bringing special children into mainstream requires adjustments that schools need to make in advance. Transport facilities should be altered, so that these children can move around with relative ease. Architecturally, there should be ramps and wheelchair access constructed in service areas such as toilets.

9. Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc. should provide per need of the students.

10. Differently abled children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognized for their self-respect and welfare of the society.

11. Necessary school supplies such as audio learning or textbooks in Braille should be made available. Suitable modification to examination system may be required, to eliminate pure mathematical and logical assessments.

12. Teacher's attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions to have a good practice in this field.

13. Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.

14. In-service training program of two to three weeks' duration for general educators and special educators in all the disabilities and in specific areas of disability should arrange to effectively teach children with disabilities.

15. Those schools that are committed to taking in children with special needs, then teachers must attend workshops in order to be adjusted to the child's needs.

16. Periodic evaluation of the training program and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation.

17. Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change.

18. The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles. The curriculum for each of the above program should be carefully developed by an expert group which includes practicing special teachers.

CONCLUSION

Right to Education Act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. It is essential to build an inclusive society through an inclusive

approach. In doing so, we have challenged commonly held beliefs and developed a new set of core. Inclusion is more than a method of educating students with disabilities. It stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and can participate in that society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal. To meet the challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools. The Government of India is trying to improve its education system focusing on the inclusive approach. The challenges can be overcome by raising awareness of human rights in communities and publicizing positive examples of disabled children and adults succeeding in inclusive education and in life beyond school thus. We need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcoming, learner friendly and beneficial and they feel as a part of it not apart from it. Therefore, Inclusion arose as a good solution to the question of how to educate these children more effectively.

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BLOG AS AN INNOVATIVE METHOD OF TEACHING AND LEARNING

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Abstract

Information and communication technology has made drastic change in each aspect of human life. Education is an integral part of human beings and it is also influenced by technology. Technology not only helps students and teachers but also to the institutions for internal quality assurance, inclusive practices and stakeholder relationships and democratization of knowledge. Teaching is a challenging profession but technology made it very easy. Teachers instead of using only lecture method now using more student centered methods and strategies for better learning. Amongst these blog is one of the best tools for innovative practices in teaching-learning process. Blog is a short form of weblog. It is an interactive tool for teaching-learning. It is a type of website which can be regularly updated. It is just like an online journal. It is very easy to create a blog. A person having minimum knowledge of internet is able to work on blog. Blogs enable and encourage teachers and students to meaningful and active learning. There is discussion regarding study material, flexible in design, providing information from mobiles also. Blogging is a way to keep in touch with a larger group of people in a more efficient way. Blogging can enhance and enrich innovations in teaching and learning and regular blogging encourages autonomous learning and innovative teaching.

Key Words: Blog, teaching, learning, information effective, challenging, innovative, technology, communication, quality, strategies, student centered, better learning, innovative method, autonomous learning, interactive tool and cheapest.

Introduction:

Teaching is a challenging profession in 21st century for teachers in this informative age. But technology made it very easy for the teacher. The concept of paperless and pen less classroom emerging as an alternative to the traditional classroom. Teachers instead of using only lecture method now using more student centered methods and strategies for better learning. Case studies, seminars, group discussion, paper presentations, quizzes, cooperative and collaborative strategies, blogs, wikis, projects, etc. becomes an integral part of teaching-learning process. Amongst these blog is one of the best tools for innovative practices in teaching-learning process. The present provides information about blogs that how it helps in teaching-learning.

Need of the study:

Information and communication technology has made drastic change in each aspect of human life. Education is an integral part of human beings and it is also influenced by technology. Technology not only helps students and teachers but also to the institutions for internal quality assurance, inclusive practices and stakeholder relationships and democratization of knowledge. In today's education system the role of student is more important than teachers. The concept of paperless and pen less classroom emerging as an alternative to the traditional classroom. David Warlick rightly quoted as "We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time and it is the lens through which we experience much of our world." It means there is no option for technology. Blog is a cheapest source and a person having minimum technical knowledge can use it. Hence it is an honest attempt of the author to give information about how to use blog in teaching-learning.

Objectives:

1. To explain how blogs are used in teaching-learning process.
2. To discuss advantages of blogs.
3. To explain the importance of information communication technology in learning.

Hypothesis

Following is the hypothesis to guide the study.

1. Blog is an innovative method of learning as well as it a cheapest and effective tool to interact with largest group of students.

Research Methodology

This is the conceptual research paper. Therefore, the secondary data like the books, newspapers, and websites, views of the authors expressed through the research papers, journals, case laws and commentary on the concept of the blogs are studied and necessarily used to complete the research paper. To tackle with the research problem, the research paper is aimed to develop justification. Since, it analyzed the existing knowledge, as a background to the current study. Thus, the researcher tried to generate new knowledge, which could support to prove the hypothesis so as to make the research more purposeful, efficient and sustainable. Consequently, this research paper strives to implement the theme of the blogs. It is basically a social science research paper; therefore, research methods in the social sciences are utilized to complete the research paper.

Literature Review:

In a study by Smilkstein (1989), a group of college students were asked to list the stages of the learning process. The students developed a six-step process, with the number one step being motivation. That is, motivation was considered to be the necessary cornerstone on which the other steps follow and build. Often the emphasis for college faculty is on research rather than on presentation skills.

Sheridan (1988) stated that faculty members found themselves trapped in a value system in which status is gained through scholarly productivity, and even though they might have wanted to gain satisfaction from teaching, they were unprepared for the demands. Sheridan suggested that concerns about teaching at universities were generally regarded as a second-best preoccupation of college teachers who had not been successful in research.

Trice and Dey (1997) stated that a major goal of college students was to receive practical training related to specific jobs, whereas their teachers had the goal of encouraging students' broad intellectual development. Trice suggested that this gap was widening.

A study by Negron-Morales (1996) reported that practices rated by faculty as frequently used were consistently those rated by students as least-used. Moreover, the expectations most mentioned by students in that study were those least mentioned by faculty. Such differences in perceptions illustrated the mismatch between students' and teachers' expectations. These differences might be related to contrasts in learning and teaching styles.

Gailbraith and Sanders (1987) reported that instructors tended to teach the way they preferred to learn, a practice which would not benefit students with learning styles differing from their teachers'. If the needs of these students were not met, such situations could result in a loss of motivation.

1. **Meaning and definition of blog**

The term problem to agriculture means the difficulty faced by the agriculture sector in India. In other words, a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome is called as the problem. Therefore, the Cambridge English Dictionary has defined blog as a regular record of your thoughts, opinions,
or experiences that you put on the internet for other people to read. Moreover, the
Collins   English   Dictionary   defined   the   term   blog as   a website where   someone regularly records their thoughts or experiences or talks about a subject

2. Concept of Blog:

Blog is a short form of weblog. It is an interactive tool for teaching-learning. It is a type of website which can be regularly updated. It is just like an online journal. It is very easy to create a blog. A person having minimum knowledge of internet is able to work on blog. Blogs enable and encourage teachers and students to meaningful and active learning. There is discussion regarding study material, flexible in design, providing information from mobiles also. Blogging networks people or teachers working on the same project and thus there is exchange of views regarding the content. There is meaningful online discussion and hence helps in enhancing communication skills. Blogging is a way to keep in touch with a larger group of people in a more efficient way. Blogging can enhance and enrich innovations in teaching and learning and regular blogging encourages autonomous learning and innovative teaching. There are various types of blogs which are helpful for teaching-learning process like The Tutor Blog, The Learner Blog, Kid Blogs, The Class Blog, etc.

3. The most popular sites of blogs

The most popular sites of blogs are found on different topics. But so as to concern the innovative methods of learning the following few sites are very popular in the stakeholders, students and teachers.

1. http://www.learningspy.co.uk
2. https://stackofmarking.wordpress.com
3. http://www.learningismessy.com
4. https://pragmaticreform.wordpress.com
5. https://leadinglearner.me
6. https://thisismyclassroom.wordpress.com
7. https://www.weareteachers.com
8. http://www.resourceaholic.com

4. Use of blog in teaching-learning:

Teaching is a profession where there is a large scope for experimentation. An excellent teacher always tries to provide quality education to his students and institution. Blogging helps teacher to enhance his creative skills. Blogs help a teacher to develop and keenly improves his skills and knowledge with emerging trends, methods, techniques and technologies. It helps teachers to connect with other teachers and there is exchange and online discussion amongst the teachers. This helps in developing study material for students. People get connected to these topics and there is worldwide reorganization. Teachers can use

the blog to publish instructional material that the students can access and can make comments. Teachers can also encourage students to set up their own blogs for a particular subject or for several subjects and then assign tasks to students.

5. Blogs are interactive websites.

They are very easy to create hence students also can create their own blogs on various subjects. Blogs helps in developing creativity. Students can publish photos, videos, texts and images on their blogs. Students get connected with the teacher and also can ask queries to the teacher. Blogs builds self-confidence, improves communication skills, cooperative skills and give sense of deep knowledge.

6. Advantages of blogs:

Blogs are very popular among the stakeholders, students and teachers. Therefore, it is studied minutely the reasons underlining the popularity then the researcher found that the easy and effective mode of operation is the basic idea behind the popularity of the blog. Moreover, there are certain advantages of blog responsible to make them very popular. Those advantages of blog are explained as below.

- It is the cheapest and effective tool to interact with large target group.
- It can be evaluated.
- It motivates teachers for creative thinking and independent knowledge.
- It helps in making aware about the emerging trends and techniques in teaching.
- It provides immediate feedback and evaluation.
- It helps to maintain and create online portfolio of class work.
- It networks and binds likeminded teachers.
- It helps in professional development.
- It helps to remember and reflect also.
- It is interesting way to share information.
- It is very easy to understand and operate.

7. Criticism

The use of blog as an innovative method of learning is criticized on the different grounds. The researcher found that it is very difficult to use Mathematics symbols and equations in blogs. Therefore, in this regard the utility of blog is creating hindrance in the effective learning among students. Moreover, the new bloggers find it very difficult to make comments due to lack of practice and experience to use the blog techniques. Furthermore,

few students are feeling that they are pressured due to the blogs as it compels them to complete the activity in specific time. Nevertheless the blog activity is dominated by one opinion or thought hence few students may feel it as insulting to their thought. Therefore, few students may dislike it on personal ground and it is also impersonal.

Hence, the hypothesis of this research paper

1. Blog is an innovative method of learning as well as it a cheapest and effective tool to interact with largest group of students.

It is verified and found true on the basis of the secondary data.

8. Findings and Conclusion:

Technology transformed the education system. Blogs are now used as cheapest source of innovative practice in teaching-learning. There are various benefits of using blogs in education hence it is necessary to promote blogging at higher getting different benefits of blogs in effective learning. Therefore, the importance of blogs lies in the fact of increasing use of it worldwide. The resesearch paper may in this regard be an encouragement to investigate more so as to expand the use of blogs in different field of knowledge with the changing need of time and place. Hence, this research paper may be a guideline for further research in tune with the advancement in the information communication technology.

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POLICIES AND PRACTICES IN INCLUSION

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Introduction:

Inclusive education, actually it should be the normal structure of any school, because we say, our schools are miniature models of large society. But now a days when we insist on 'Inclusive education', that indicates, something wrong was / is happening. What was / is that? For that purpose we need to have a look on history.

History in brief:

If we take a look on education in India before British rule, education was monopoly for the upper caste people only. At the same time, in other castes informal education use to happen which was actually work learned for living. During British rule it got formal structure as British ruler wanted educated people to serve them. Obviously the competent children got opportunity to learn. Besides this, we Indians were also not enough aware about education of special ones. Because in those days disable persons use to live on sympathy of other persons around. Not only that, but serving such people was considered as serving to god. So in that era need to teach such children was not much perceived. Same was about the education of girls. Mahatma Jyotirao Phule and Savitribai Phule devoted their whole life for inclusion of girls in education system.

After independence, especially after the Indian constitution (26th November 1949) came into action, thought of every person as an individual with having equal rights became strong and schools for disabled started after that.

Again those special schools, as well as other normal schools were not miniature models of society. Students from both schools were not getting broader view of society in school. Then idea of 'mainstreaming' came into existence, but it also didn't succeed, because in mainstreaming disabled children were dumped into normal students' class. Some of them swim and most of them sink, and the idea for mainstreaming failed.

Then came 'Integration', where every special child got right to get admitted in a normal school and school should provide all facilities according to need of that child. It helped to

certain extent but it didn't ensure social integration. And students with disability were not having enough interaction with teachers and classmates, and no feeling of belongingness.

And now we realized the importance of 'inclusion'; Where children with disability, learning difficulties, with different strength and weaknesses in any area, marginalised by poverty, gender, caste, class, religion, attitude, and prejudices could learn together. This might help in establishing inclusive and tolerant society.

Policies for inclusion;

There are many documents of Government where idea of inclusion was discussed. Here is the list of documents-

- National Policy on Education 1986
- Programme of Action 1992
- Centrally sponsored scheme of Integrated education for disabled children 1992
- Salamanca Statement and Framework for action on Special Needs Education 1994
- Persons with disabilities Act , 1995 Article 26 (a); central ,State and local Government responsible for providing free education in an 'appropriate environment' for all children with disabilities up to the age of 18 years.
  Article 26 (b) of the act, about promoting the integration of students with disabilities in normal schools.
- Biwako Millennium Framework for action 2002
- UN Convention on the rights of persons with Disabilities 2006
- Sarva Shiksha Abhiyan set targets for achievement of UEE with zero rejection to disabled and Rs. 1200/student with special need per annum.
- NCF 2005 recommended making curriculum which will accommodate students with cognitive and non-cognitive disability.
- IECYD by MHRD November 2005 to ensure inclusion

Practices:

To implement these policies Government had decided objectives, identification criteria to find out needy target groups, some schemes, provisions and facilities, stipend for disabled girls, use of ICT to make procedure easy, preparation of suitable teaching learning material, provided support, removal of barriers, orientation and training of school staff, framed rules and regulations, decided teams of implementers, monitoring and evaluation and record keeping formats.

Observations:

One of the most important things in social inclusion is RTE 2010. Being in educational field and have contacts with many schools and beneficiaries had informal talk with them and found, some school officials, teachers, parents and beneficiaries are not satisfied with it. Because some of them are against such inclusion, they feel that who are not physically, socially, intellectually; economically capable of taking the education in highly charging schools should not get into it. The main thing is, it is very difficult to rule out social, cultural inequality and prejudices that grownup people have. And attitude of those grownup ones affects the attitude of little ones in schools.

Being teacher educator and being sensitive about social structure I was always struggling to find out ways to make other people, students, teachers, and parents sensitive about need of inclusion for better future of nation and humanity. I tried in many ways to make up the minds of students for inclusion. Right from using logic to giving reference of constitution, but still some don't agree with it. Finally I understood it is not only about making policies, or implementation practices, it is about changing mindsets of little ones who are active members of schools and they are the one who will show acceptance to other deprived (in any case) students unconditionally.

Being a psychologist and having some practical experience of working on emotions I decided to develop and use my own model of emotional appeal, and though it is based on imagination, it is a fact. And to my surprise it appealed many students; they became thoughtful and understood that what they feel superior about is just a chance and nothing else.

Strategy that worked:

What I use to do is, I ask them a question; have any of you filled any preference form before birth to choose your parents, your socioeconomic class, your caste or your religion? And the answer was no doubt 'no' from each and every student. Then I use to ask, What if you would have born in that family to whom you hate or don't accept or don't want that they should get equal rights? Would you have liked the way people behave with you as you are behaving with them now? Is it your own credit that you born in a privileged family? Or is it their fault that they born in unprivileged family? Are you sure that your physical, emotional, economical status is going to remain same or sustainable? One might met with an accident and within a second may become a member of group of handicapped student. Or any natural calamity can makes us homeless and drags us directly below poverty line, then how would you expect others' behaviour with you? We look upon down a child because of his language,

what if you land up in an area; you don't know the language over there? And people over there look at you thinking you are so manner less.

Some might have objection on this strategy, but when I used it, it worked. If someone wants to try this, feedback and discussion always welcome. Finally what we need; satisfied people to make the country peaceful, and only inclusion that means unconditional acceptance is only going to work.

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ADVANTAGES OF INFORMATION COMMUNICATION TECHNOLOGY FOR BETTER LEARNING

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Abstract

The Information Communication Technology plays an important role in sharing the knowledge speedily and correctly. The sharing of the information is the basic fact of successful teaching and learning rather it is proved to be very beneficial to every student. Further, there are found various types of instruments to communicate the knowledge in the fraternity of students. But in this regard, the Information Communication Technology is having an advantage over the other means as it is very fast and mostly supported one among the student community. It is mainly due to the reason that it provided the knowledge very speedily and cheaply to large community of pupils. One may cite different uses of the Information Communication Technology but through this research paper the researcher is mainly concerned with the Advantages of Information Communication Technology for Better Learning. It is the most significant aspect of the Information Communication Technology is that it helps to the students in the better learning. Nevertheless, students are finding more comfortable with the benefits of the online media so as to get access to better learning and search the study material. There are different advantages of the Information Communication Technology for the better learning to the fraternity of pupils. It is very flexible to operate and share the contents to the students. Moreover, it maintains the unique blend of education and work in an interesting manner

Key Words: Information, Communication, Technology, better, learning, education, access, computer, internet, online, learner, flexible, media, education, utility, broadcasting, radio, open resources, open university, study material, importance.

Introduction

Recently, it is found that the trend of application of the Information Communication Technology is increasing day by day due to its own advantages for better learning. Moreover it is found that the Information Communication provides the platform so as to share the knowledge very effectively and quickly. Furthermore, it is found to be very advantages in sharing the formal and in the informal education for better learning. The Information Communication Technology is always improved. Rather it is always upgraded and developed due to the continuous advancement in the Information Communication Technology. Nevertheless, it is very significant to note the Information Communication Technology is very fruitful in better learning. It is also noted that the advantage of the Information Communication Technology in the combination of another techniques is more beneficial

rather appreciable in the community of the students for better learning. The best example of advantages of the Information Communication Technology may be cited here is the administration of the Kothmale Community Radio Internet which had very successfully used both the radio broadcasts and the computer and Internet technologies in the education better learning. Thus, the Information Communication Technology had helped more to share of the information more speedily and correctly equally among the rural students as well. Therefore, the Indira Gandhi National Open University in India has used the Information Communication Technology very appropriately for combines the printing, recording of audio and video, broadcast radio , television and audio conferencing technologies for better learning.

Need of Study

It was found that the Information Communication Technology today is more advanced in the world. Moreover, there are so many advantages of the Information Communication Technology in the better learning. Therefore, the researcher is inclined towards the research paper to find out the advantages of the use of the Information Communication Technology for the better learning. Furthermore, the need of this research paper is to find out whether the Information Communication Technology has the advantage in the better learning compared to the traditional system of the education as far as better learning is concerned due to its minimum cost and accuracy in maintaining an adequate standard of education among urban and rural students equally.

Objectives of the study

1. To study the Information Communication Technology.

2. To study the Advantages of the Information Communication Technology in the administration of the higher education.

3. To study the effect of the Information Communication Technology on the cost and standerd of education.

4. to study the role of Information Communication Technology so as to bridge the gap between urban and rural students by providing equity of educational resources for better learning

Hypothesis

1. Information Communication Technology bridges the gap between urban and rural students by providing equity of educational resources for better learning.

Nature and Scope

The Information Technology Act, 2000 and the relevant provisions of the said Act in the light of the Indian Constitution and the necessary case laws is the scope of this research paper. Therefore, the relevant provisions of the relevant chapters from the secondary data are used to write the research paper. Moreover, the advantages of the Information Communication Technology for better learning; in the field of education over the traditional educational system is the main focus of the research paper.

Research Methodology

This is an arm chair research. Therefore, the researcher used the secondary data to complete the research paper. Since, it is essential to use the relevant books, journals; the Information Communication Technology, Act 2000, online subject material, case laws, and the Indian Constitution etc are the secondary sources are used to complete the research paper. The attempt of the researcher is to verify the hypothesis i.e. The Information Communication Technology has an advantage to diminish the cost of education and maintain an adequate standard of education for the better learning among urban and rural students equally.

Review of Literature

Papert (1980) studied on 'Children, computer and powerful idea'. He understood the importance of digital media and how it could be used to enable children to learn better within a constructivist learning environment.

Laird (1985) worked on 'Approaches to training and development'. He believed that effective learning occurs when the senses are stimulated. Online instruction allows learners to use their sensory systems to register the information in the form of sensations.

Davis (1993) in his study 'Tools for learning' believes that there is no single magical formula for motivating students. Many factors affect a given students' motivation to work and to learn: Interest in subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. With colorful and attractive graphics, interesting and illustrative animations, appropriate sound effects, ICT provides multisensory stimulations and real-world experiences.

1. Definition of the Information Communication Technology.

Information Communication Technology is defined as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information."Therefore, the Information Communication Technology includes the computers, the Internet, broadcasting technologies (radio and television), and telephony.

2. Information Communication Technology stimulates the knowledge based economic development.

It is very that in India is a developing country. Therefore, knowledge sector is one of the growing fields in India. It is the common matter of knowledge that the knowledge based economy will be survived on the advancement of the educational sector in tune with the time. Since, the higher education signifies most important role in the life of the country so as to expand the knowledge sector and service sector in globe. Moreover, the progress in the higher education strengthens the sound employment generation. Unfortunately, India having largest youth population but the not targeted the total literacy in the country. Nevertheless, the Information Communication Technology in this regard plays an important role so as to provide better opportunities to the students for better learning and contributing a lot to the development of knowledge based economy of the country.

3. Information Communication Technology bridges the gap between urban and rural students by providing equity of educational resources for better learning.

It is a matter of common knowledge that the effective implementation of the Information Communication Technology provides better learning opportunities to students from urban as well as rural areas equally. Since, it is the advantage of the Information Communication Technology that it may tackle the issue of the effective education of the students of the rural areas as well as the urban areas. Thus, ultimately, the Information Communication Technology is helping to share the knowledge easily and quickly. In other words, the Information Communication Technology playing an important role so as to target the total literacy and making available the skilled manpower, which is the main asset for the all round development of the students. The Information Communication Technology (internet) is spreading every place from home to educational institutions. Therefore, the Information Communication Technology has a potential to decrease the cost of the education for better learning among urban and rural students equally.

3. Advantages of Information Communication Technology for Better Learning

1. Informative tool

Information Communication Technology as an informative tool the   provides knowledge in different streams of education for the better learning. It included information in the form of documents, audio, video etc. It is very cheap, easy and comfortable to different students from urban as well as rural background. Since, it is has advantage for the better learning to students.

2. Situating tool

Information Communication Technology as the informative tool is responsible to develop situations and circumstances as are in existence in reality. Since, to gain experience of any particular situation before arising of the situation is possible so as to take necessary precautions and to plan the event. Nevertheless, simulation and virtual reality is possible only due to the Information Communication Technology. Since, it has an advantage for better learning to students.

3. Constructive tool

The Information Communication Technology as the constructive tool is able to apply and create the knowledge so as to generate the data analysis. It is the matter of common knowledge that the manipulation of the knowledge in education through the data analysis is very essential to prove the hypothesis and to draw findings so as to give the recommendations through the research. It has an advantage which may be useful to draw different types of conclusions. It is possible due to the effective use of the Information Communication Technology in research. Since, it has an advantage for better learning to students.

4. Communicative tool

The Information Communication Technology as the communicative tool is responsible to create sound communication of the knowledge without restrictions as to the boundaries.since, it may eradicate the barriers of the communication. Therefore, the Information Communication Technology is strongly favoured to create communication with two ends rather than from one end like in the lector method. It is possible due to the effective use of the Information Communication Technology as communicative tool in education. Since, it has an advantage for better learning to students.

4. Duplication of work avoided

The Information Communication Technology plays very important role in better learning of students. It enables to share the notes or reading material among the students very easily and quickly. Hence scolerly material is very easily available for reference. But care should be taken to use the study material with the permission of the auther or with due respect of the authority of the author. Therefore, there should not be stealing of others information on own name without giving reference to that information. Therefore, the duplication of the work should be avoided.

5. Criticism

The use of Information Communication Technology is criticized on the grounds like

1. The plagiarism is very common and creating dangerous situation in the academic field of education due to free use of Information Communication Technology. Since, it may hamper the better learning skills of the students.

2. The Information Communication Technology is also criticized on the ground that it is responsible to communicate knowledge. The face to face conversation is not possible. Since, it may hamper the better learning skills of the students.

3. The use of the Information Communication Technology provides knowledge n every aspect of education field. It gives spoon feeding to students. Therefore, it may affect adversely the independent thinking ability of students. Since, it may hamper the better learning skills of the students.

Hypothesis: .

1. Information Communication Technology bridges the gap between urban and rural students by providing equity of educational resources for better learning.

It is verified and found true on the basis of the secondary data.

6. Findings and Conclusion

The syllabus revision committee frames the made in the syllabus for students as per the convenience of the committee rather than as per the need of the need and interest of the learners. Moreover, the administration of the Information Communication Technology for the better learning of students necessarily requires certain new skills , qualities and abilities of the learners. It requires that for the effective use of the Information Communication Technology for better learning training should be given to students. So that they may be get acquainted with the ethical use of Information Communication Technology (internet) positively to inculcate good qualities rather than to became the prey to the demons of the Information Communication Technology i.e. the internet. There are different things are playing significant role in determining the cost , quality of higher education most importantly like the national policy,the syllabus, the learners interest and the implementation of the Information Communication Technology for better learning of students.   Thus, The Information Communication Technology has an advantage to diminish the cost of education and maintain an adequate standard of education for the better learnin among urban and rural students equally. Since, it is indirectly contributing for the knowledge development so as to stimulate the economic growth of the country. However, there are some drawbacks of the Information Communication Technology for better learning. Therefore, there should be the proper balance between the use of the Information Communication Technology and the

accountability , tranceperency, control, licence, qulity etc so as to lead to the democratization of education for better learning.

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INNOVATIVE PRACTICES FOR BETTER LEARNING

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Abstract

Students learn by using different ways. Each student is having different I. Q, different interests, and different learning styles. Some students are introvert while some are extrovert. When teacher reinforces the content with different angles, brain is better able to organize the information. So beyond traditional way of teaching, teacher must use various methods and techniques of teaching collectively. Very few but useful techniques are discussed here, which can be used in classroom teaching for better, joyful, improved, resourceful and fruitful learning.

In traditional methods of teaching learning, educational material is information, students are receivers and purely passive, medium is chalk and talk. In this way, psychologically we cannot concentrate more than 15-20 minutes. It is one-way flow of information. Without knowing student feedback, teacher goes on talking. More memorization, less interactions, less understanding and less application are some of the characteristics of this process.

Psychological theories describe how students absorb, process and retain knowledge during learning. According to these theories, cognitive, emotional and environmental conditions as well as prior experiences of learner, plays vital role in learning. Psychological basis of learning is summarized in following table.

Approach	Pioneer	Key Points
Behaviorism	B. F. Skinner, Ivan Pavlov, J. B. Watson	All behaviors are acquired through conditioning and conditioning occurs through interaction with the environment. Responses to environmental stimuli shape our actions.
Cognitivism	Robert Gagne, J. Bruner.	Mental processes such as thinking, memory, knowing and problem solving need to be explored. Information comes in, is being processed and leads to certain outcomes
Constructivism	Piaget, Vygotsky	Learning occurs as learners are actively involved in a process of knowledge construction as opposed to passively receiving information.

According to all these approaches, encourage active learning, motivate students and engage them with positive attitude, give prompt feedback, respect diverse talents and ways of learning. We are very much familiar with various techniques in constructivism and cooperative learning like, inquiry learning, discovery learning, models of teaching, think-pair-share, group discussions etc. Here are some of the techniques useful for the better learning in your classroom.

1. Brainstorming: It is a method of generating ideas to solve a problem. Allow students their own space which will allow them opportunity for creativity to ignite. Students in a group discuss their ideas in a free thinking environment. It improves critical thinking and problem solving skills as an individual and a team. It is useful to generate best ideas as students think on others ideas and try to improve them.

Organize brainstorming sessions in your classroom. It will definitely help you to enhance creativity among your students. Students will get platform to express their thoughts without thinking whether it is right or wrong.

Ex. What are all the methods of travel? How we can make our school garden more beautiful? Give such topics for discussion and get innovative solutions through discussions.

2. Computational Thinking: It is a set of problem solving methods that involve expressing problems and their solutions in ways that a computer could execute. This technique is useful for solving real life problems also.

It is useful and powerful approach towards thinking and problem solving. Large problem is broken down into smaller ones. Then these problems are correlated with similar problems, in past and necessary steps to solve the problem are found out.

Ex. Group projects can be given to students and ask them to study similar situations before starting the project.

3. Z to A approach: This is one of the comprehensive and first handed methods. Application part of a theory or a concept is taught first. Due to this, students get interested to study it further. Following that, actual concept is taught. It will help students to have a long lasting memory about correlation of a concept. It makes particular concept clear, student develops interest to know exact concept. It also creates long lasting memory.

Ex. While teaching electric circuit, first tell students its applications and motivate them to study about electric circuit.

4. Integrative Teaching Strategy: We always try to put wall to shut science from mathematics, language from values, and music from civics. We always try to isolate subjects

from one another. Integrate means to put things together. Integrative Teaching is a teaching strategy which puts together the parts of a whole in order to arrive at a holistic, complete and more accurate view of reality (Corpus and Salandanan, 2003). Content is linked with real life situations, other subjects, meaningful activities, student intelligence, learning styles, interest etc. This will definitely help to learn rather than collecting isolated facts and information.

Ex. While teaching a topic biodiversity, link it with geographical conditions, students 'observation of surrounding, related interesting activities and projects, students' capacity etc.

By using such teaching strategies, we can make our students independent learners. Always try to create hunger and curiosity in students' mind. Students can enhance their own learning. It is not compulsory for the teachers to use the teaching methods given in books only, they can develop their own methods. An open minded attitude of teacher can help in innovating new teaching methods. Such innovative methods are the tools for active, self-directed involvement of students in learning process.

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CHANGING LEARNING PERSPECTIVE AMONG LEARNERS WITH ONLINE TEACHING AND LEARNING

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Abstract

Education system of any country is responsible of the growth and development of the people of that country. In Indian perspective the educational system has been changed for the era of "GURUKUL" to the School, Colleges, Educational Institutions and University Departments. This transformation has been witnessed the transformational reforms and development with sustainability in Indian Education System.

According to the data source of Ministry of Human Resource Development, Government of India website has published that public expenditure on Education by education and other departments has been increased from 241256.02 crore in year 2009-10 to 465142.80 crore in the year 2013-14 and its increasing at the rate of 2 to 3 % every year. It has also been observed that annual average dropout at different levels of education is also increased because of inability to go to the school or non-availability of proper resources from infrastructure to the transportation.

*To overcome this drawback, Ministry of Human Resource and Development have come out with the concept of **Massive Open and Online Courses** in Education System. This concept has changed the perspective from classroom teaching-learning to virtual blended classrooms.*

Keywords: Massive Open and Online Courses, Digital Revolution, 1. Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), SWAYAM Prabha, National Digital Library, National Academic Depository

Introduction:

The Indian Government's aim is to raise the Gross Enrollment Ratio (GER) in the higher education from 24.5 (2015-16) to 30 by 2020, and the mission to enhance the quality of education on a large scale expansion of the high quality education opportunities. To attain this object physical expansion of facilities with both infrastructural and human resource is the limitations. Fortunately, in the present mission to create awareness among students for online education it seems to became some accessible to the students so that dropout can be reduced and education can be expressed among them.

Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), SWAYAM Prabha, National Digital Library, National Academic Depository, E-Shodh Sindhu, Virtual Labs, E-Vidwan schemes have been included in this research proposal.

Literature Review:

The concept of an integrative learning theory focusing on the interplay between self-regulation and external regulation of learning processes as a theoretical framework was given by Vermunt and Vermetten work (2004) he contributed that to understand an instrument measuring four components of student learning patterns. In Black-Hawkins K (2017) view inclusive pedagogy is the Learning with and from teachers. In Vermunt JD, Donche V (2017) view a Learning Patterns Perspective on Student Learning in Higher Education is the state of the art and moving forward towards educational psychology.

Some of the Indian writers like Jayesh M. Patel (2017) explained about digital education like online social websites like twitter, Glogster, Prezi, Diigo, Dropbox, and Moodle. Teachers and students are interested in web based digital learning but because of lack of knowledge they are not initiating the same. Himakshi Goswami (2016) contributed the study highlighted the different opportunities and challenges of digital India programme in India.

Online learning platforms:

Now a Days Digital Revolution in education system is playing a vital role form Primary to higher Educational System and giving different experience to the students towards the learning process. The technology has become affordable with high quality and inclusive usage of instruments.

Followings are the digital Initiatives in Education System

1. **Study Webs of Active Learning for Young Aspiring Minds (SWAYAM):** This involves the delivery of online lectures and interactive sessions. There are four quadrants in the MOOC Pedagogy including Video Tutorials which will cover the full course, E content, self-assessment material and Discussion forum.[1]

2. **SWAYAM Prabha** : The SWAYAM PRABHA has been considered as the project for telecasting high quality educational programmes through 32 DTH channels on 24X7 basis. Every day, there will be new content of at least (4) hours which would be repeated 6 times a day, It is allowing the student to choose the time of his convenience. [2]

3. **National Digital Library** : National Digital Library in India aims to collect, preserve and disseminate entire intellectual output of our country and provide online access from school level to post graduate level, including technical education. The project aims to develop overall framework to organize large number of e-contents for school, college and higher education, e-content, virtual library, covering needs of learners with differing abilities, will serve as a Pan-India virtual teaching-learning-evaluation-knowledge

platform and for key national asset and It will collect resources from other Ministries such as Ministry of Culture, Health, Rural Development & Department of Science & Technology on this portal. [3]

4. **National Academic Depository**: National Academic Depository (NAD) is an initiative of Ministry of Human Resources Development, Govt. of India (MHRD) to enable digital storage, access and verification of Academic Awards issued by Academic Institutions. NAD is a Unique, Innovative and Progressive initiative under Digital India theme towards achieving Digital enablement of the Education Records. [4]

5. **E-Shodh Sindhu**: Under this scheme more than 15,000 international electronic journals and e-books are made available to all the higher educational institutions. [5]

6. **Virtual Labs** : In this context virtual labs will be created for the students, so that they can learn on the web based including video based platform. [6]

Objective of the Research

The objective of the study was to understand the analyze the Students perspective towards adoption of E teaching and Learning Methods including blended mode learning.

Scope of the Study

This Research was based on the National Educational policies reforms and the perception of students towards digital teaching and learning process in University department. It has focus on the adaptability of digital pedagogy in learning. At the same time, it has also focused on how to develop the online course with the help of four quadrants of online curriculum. Further the study was extended to know the perception and adoptability of the online leaning amongst students. It covered the concept of blended and flipped mode of education.

Research Methodology

The primary purpose for basic research is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of matters associated with the people and stakeholders.

This research was conducted using both qualitative and quantitative techniques.

Sample Size:

A Total of 35 students form Master of Business administration department of the university was selected.

Data Collection:

Primary data was collected by the method of online survey and questionnaire which will be circulated to the students

Secondary data studies: This is concerned data will be collected through already published reports which will include annual reports of government ministries related to educational statistics will be considered and refereed here for analysis.

Hypothesis

Hypothesis of the Research is

Students are taking interest in the adoption of MOOCs courses in their curriculum.

Result Interpretations

After circulating the questionnaire among the students, based on their answers we came to interpret that-

Due to the lack of awareness among the people, few students are taking and showing their interest in perusing online courses.

The subject matter is having influence on the students to adopt that online paper. The person and the course offering institutions also plays the important role in it. If the university or the institutions having good brand and name and fame, more numbers of students attracted towards the course.

Technological factors like availability of internet in the department for the student use also performs an important role in creating interest of the students. The speed and availability to access in the department itself is very important.

In survey we find that the content of the offered course also attracts the students from different background. Programme like skill development, e business, entrepreneurship development, courses related to research, business research, statistical techniques kind of courses are attracting more participants.

Exam related aspect, in this, students don't want to go outside of the university campus to write the exam, because the premises is isolated and no proper mode of transportation is available to go to the nearby city for writing the examination.

Examination fees which are being charged by the offering institution is also one of the problem, where the view of students is that, they are already paying the fees than what is the sense to pay fees again for only one course.

Students are expecting the provision of re-examination in their online course because no such kind of provision the course offering institution or the instructor has made.

Conclusion: From the overview and discussion, it can be concluded that now a days with the interference of the university grant commission in this regard of online learning, universities are focusing on the development of courses. They are trying to generate the interest among

the students. Simultaneously they are focusing on the students learning ability with the resources provided. The term "Discussion forum" have provided the opportunity to the students to discuss their doubts online. Still in this regards some awareness needs to go generated among students.

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USING CONSTRUCTIVE ALIGNMENT AND ASSESSMENT BACKWASH TO ENHANCE BETTER LEARNING

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| *Abstract* |

This review paper focuses primarily on Constructive Alignment and the effects of backwash of assessment on the learners. It is worthy noticeable effects of assessment backwash related to students' expectations of what will be tested which accordingly affects studying and learning practices of the students. The reviewed literature on the learning approaches of the students has identified consistent patterns in the learning strategies adopted by the students and in the relationships between the learning strategies and teaching arrangements the encounter in classes.

Introduction:

Constructive alignment is a principle used for devising teaching and learning activities, and assessment tasks, that directly address the intended learning outcomes in a way not typically achieved in traditional lectures, tutorial classes and examinations. Biggs, J. (2003) Learning, from a constructivist point of view, is seen as a constructive act of the learner. Along with the changes in learning theory, several instructional innovations and alternative assessment methods found their ways into educational practice. But are these innovations as successful as they promise to be? Struyven, K., Janssens, S., & Dochy, F. (2002).

The Term 'Constructive alignment' starts with the notion that the learner constructs his or her own learning through relevant learning activities. The teacher's job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that all components in the teaching system - the curriculum and its intended outcomes, the teaching methods used, the assessment tasks - are aligned to

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each other. All are tuned to learning activities addressed in the desired learning outcomes. The learner finds it difficult to escape without learning appropriately. Biggs, J. (2003)

'Constructive alignment' has two aspects. The 'constructive' aspect refers to the idea that students construct meaning through relevant learning activities. That is, meaning is not something imparted or transmitted from teacher to learner, but is something learners have to create for themselves. Teaching is simply a catalyst for learning: 'If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.' Biggs, J. (2003)

The 'alignment' aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that the components in the teaching system, especially the teaching methods used and the assessment tasks, are aligned with the learning activities assumed in the intended outcomes. The learner is in a sense 'trapped', and finds it difficult to escape without learning what s/he is intended to learn. Biggs, J. (2003)

Setting up an aligned System of Constructive Teaching:

In order to set up an aligned system, teachers specify the desired outcomes of our teaching, in terms not only of topic content, but in the level of understanding that the teachers want their students to achieve. Then they have to set up an environment that maximizes the likelihood that students will be engaged in the activities designed to achieve the intended outcomes. Finally, teachers choose assessment tasks that will tell them how well individual students have attained these outcomes, in terms of graded levels of acceptability. These levels are the grades we award.

There are thus four major steps.

1. Defining the desired learning outcome
2. Choosing teaching/learning activities likely to lead to the defining the desired learning outcomes.
3. Assessing students' actual learning outcomes to see how well they match what was intended.
4. Arriving at a final grade. Biggs, J. (2003)

Approaches to Assessment and Learning:

There are two approaches to assessment which underlie the current educational practice. The first is the traditional model. We teach, then we test. Next, we order students along a quantitative scale, usually a percentage scale, which is done by the familiar process of 'marking', and then we allocate grades. There are many problems with this approach. Underlying them all is that there is no essential alignment between what outcomes are intended, what is taught, and what is assessed.

The traditional transmission theories of teaching ignore alignment. A common method of determining students' grades depends on how students compare to each other ('norm-referenced'), rather than on whether an individual's learning meets the intended outcomes ('criterion-referenced'). Although norm- and criterion-referenced assessment are logically different, there is still room for confusion, which we try to dispel with some exercises. The second approach to assessment is criterion-referenced. That is, the score an individual obtains reflects how well the individual meets preset criteria, those being the objectives of teaching.

Accordingly, educational assessment typically serve two purposes. First, it is a key input into personnel decisions (e.g. promotion, pay and tenure). Second, it is used for instructor development and course improvement. Moreover, our purpose here is that educational assessment of students could be used as input for evaluating an instructor's effectiveness, our objective is to provide information to improve course offerings by highlighting areas where opportunities exist to enhance courses through changes in content or teaching methodology. Our purpose should be viewed as a supplement providing information on course content and mastery that may well be missing from typical student evaluations.

The Influence of Assessment "backwash" on the Learning Outcomes:

The effect that the assessment has on the learners is referred to as assessment "backwash". Backwash is "a term coined by Lewis Elton (1987: 92), to refer to the effects assessment has on student learning, to the extent that assessment may determine what and how students learn more than the curriculum does." Biggs J. B. & Tang C.(2007:197)

Yet, some researchers prefer to use the term feedback of assessment to refer to the effects of assessment on students. Researchers observed that much of the evaluation activity in education might more profitably be directed solely to giving useful feedback to students, whereas the less frequent evaluations for summative purposes should focus on describing what students can or can't do. There are several ways in which the effectiveness of feedback

could be enhanced. First, feedback is most effective if it focuses students' attention on their progress in mastering educational tasks. Second, feedback should take place while it is still clearly relevant. This usually implies that it should be provided soon after a task is completed, and that the student should be given opportunities subsequently to demonstrate learning from the feedback. Third, feedback should be specific and related to need. Simple knowledge of results should be provided consistently (directly or implicitly), with more detailed feedback only where necessary to help the student work through misconceptions or other weaknesses in performance. Crooks, T. (1988:468-9)

Formal testing under carefully controlled conditions is often only a small component of the total set of evaluation activities in a course, but the impact of classroom testing on students has been studied much more extensively than the impact of other forms of classroom evaluation. Thus tests and test-like activities feature prominently in this research paper. Other forms of classroom evaluation undoubtedly also have important effects on students. Fortunately, many of the general conclusions that can be drawn from research on testing are likely to apply also to other forms of classroom evaluation. Crooks, T. (1988)

Literature on Testing and evaluation found that what influenced students most was not the teaching but the assessment. Students described all aspects of their study - what they attended to, how much work they did and how they went about their studying - to be completely dominated by the way they perceived the demands of the assessment system. If we wish to discover the truth about an educational system, we must first look to its assessment procedures. Gibbs, G and Simpson, C (2002).

Many students are perfectly capable of distinguishing between what assessment requires them to pay attention to and what results in worthwhile learning. Whether or not what it is that assessment is trying to assess is clearly specified in documentation, students work out for themselves what counts – or at least what they think counts, and orient their effort accordingly. They are strategic in their use of time and 'selectively negligent' in avoiding content that they believe is not likely to be assessed. It has been claimed that students have become more strategic with their use of time and energies influenced by the perceived demands of the assessment system in the way they negotiate their way through their studies. Gibbs, G and Simpson, C (2002:3-4).

Summary:

When taking into consideration the constructive approach to teaching, the learner would be helped to construct his or her own learning through relevant learning activities. The

teacher's job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that all components in the teaching system - the curriculum and its intended outcomes, the teaching methods used, the assessment tasks – are all aligned to each other. All are tuned to learning activities are intended to address the desired learning outcomes. Thus the learner finds it difficult to escape without learning appropriately.

During constructive alignment of teaching and learning, the backwash benefits from testing and evaluation activities can apparently be explained by three factors:

1. The testing gets the students to attend to the content another time. This constitutes a limited form of distributed practice, and the beneficial effects of distributed practice on retention are well established.

2. The testing encourages the student to actively process content, which is known to enhance learning and retention. Some types of items may stimulate more active processing than others.

3. The test directs attention to the topics, skills, and details tested, which may focus the student's preparation for a subsequent retention test. Students are more likely to achieve goals that they clearly perceive. All of these effects are predominantly associated with the content actually tested, so it is not surprising that little benefit has been shown for untested material unless it is closely related to the tested material. Crooks T. (1988)

The effects of assessment on learning are usually deleterious because assessment is treated as a necessary evil, the bad news of teaching and learning, to be conducted at the end of all the good stuff. Biggs J. B. & Tang C.(2007:221) observed that "students second-guess the assessment and make that their curriculum, and will underestimate requirements if the assessments tasks let them, so they get by with low-level, surface learning strategies. In aligned teaching, to the contrary, the assessment reinforces learning. Assessment is the senior partner in learning and teaching".

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FEMALE'S SACRIFICE & QUEST FOR IDENTITY IN IBSEN`S GHOST: THE PEDAGOGICAL IMPLICATIONS

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---------------------| **Abstract** |---------------------

This research paper aims to portray woman`s sacrifice and her quest for identity in the time of Ibsen . Ibsen is a realistic dramatist . He depicts his society and reflects them in his plays . The paper also aims to show the implications of the issues discussed in play to raise awareness in the readers / learners during language teaching . While teaching/learning process , gender should be taken into consideration . There shouldn't be any kind of discrimination between males & females . Both males and females should receive the same quality & quantity of teaching. This paper takes Ibsen`s Ghosts as an example to show how woman sacrifices and keeps on searching for her identity . He represents woman in the character of Mrs. Alving.

Introduction

Ibsen`s Ghost is one of the most important plays that spoke about identity and sacrifice of women. Like A Doll`s House, Ghost also discussed the quest for identity. Further , it discussed the sacrifice of woman as represented by Mrs.Alving . The play Ghost was Ibsen's answer to the questions raised after the publication of A Doll's House. He wrote to the Swedish Feminist Sophie Andlesparre "After Nora Mrs. Alving had to come." Though the central idea of the play is the warping of individuality by hereditary weakness, the play also explores the various aspects of a marriage imposed upon a woman by society and family, and even when she realizes that she cannot live with the man and makes a bid to get out of it, she is sent back to him to act and live as a dutiful, responsible wife. Her only duty is to be a good wife and mother.

Quest for identity

Mrs.Alving is eager to quest for her identity . Like Nora in A Doll`s House , she is a woman possessed of " an active and energetic mind " and who by virtue of her gender is denied the liberty of that mind . Like Nora , too , Mrs.Alving enters an oppressive marriage . She has to fulfil her duty as a faithful wife and mother . But after a year of marriage she

decided to escape to her love . Unfortunately she was sent back to her husband. She, in a potent rage , puts every ounce of energy into securing absolute power over her dissolute husband . Where Nora`s psyche has been dismantled by the process of keeping her power secret Mrs.Alving`s rage focuses her psyche into the single-minded pursuit of her goal : complete and total power . Her task is much easier than Nora`s-her husband doesn't keep the close watch that Nora does over his patriarchal power . The young CaptinAlving had been , as MrsAlving herself admits , little more than a child in the early part of their marriage – but a child with the power accorded to the upper class male by virtue of his gender , social position and wealth .

Duty

In the time of Ibsen , women suffered a lot in a man oriented society . They were restricted by " duty ". In Ghost Duty is a word repeated over and over.In everyday life , everyone has his/her own duties in the society where she/he lives. The wife`s dutyis to protect her husband's reputation (no matter how good or bad he is) and as a mother her role and duty is to sacrifice everything for her children . In return children must love their mother and obey her. The maid is duty-bound to clean up everyone's mess – no matter how colossal it is. The Pastor is duty-bound to regulate everyone else's fulfillment of their duty. No wonder these people seem so dour. All this responsibility is exhausting and keeps them from being themselves.Mrs.Alving suffered much for the sake of fulfilling her duty . She was the victim of such word " duty ".

MrsAlving is quite contemptuous of the conventional code. She herself asan emancipated women seeking for identity , makes herself free of her past .She recalls her sonOswald from Paris and ensured her future happiness. In Act I, she seems tobecontrolling the whole situation; she is very confident, and certain of herself. *"I shallbe free at last… I shall forget that such a person as Alving ever lived in this house– there'll be no one here but my son and me."* But at that point, the conclusion ofAct I, she and Manders hear Oswald running after the servant (and, unknown tohim, his half-sister) Regina, an echo of the affair between Captain Alving and theservant who was Regina's mother. In the sad and bitter discussion that opens Act ii, Mrs. Alving, no longer certain that the past can be shunted aside, states

"We're all haunted in this world … by theghosts of innumerable old prejudices and beliefs-half-forgotten cruelties andbetrayals…and we can't get rid of them".

Self-sacrifice

Mrs.Alving is the representative of sacrifice in the play . She sacrificed her love for the success of her marriage. Mrs. Alving's sacrifice brings upon her nothing but misfortune. Mrs. Alving had remained trapped in a marriage of convenience recommended by her family. Her sufferings did not weaken her but on the contrary made her a confident person. She achieved a new probity. Her life which had been "a vale of tears" gave her dignity and strength. She had been battered and baffled all through her life, but still she could move with a certain assurance to achieve victory over life as she says,

"That has been my ceaseless struggle, day after day. After

Oswalds birth I thought Alving seemed to be a little better.

But it didn't last long. And then I had to struggle twice as

hard, fighting for life or death, so that nobody should know

what sort of a man my child's father was - I had gone on

bearing with him, although I knew very well the secrets of

his life out of doors."

Mrs. Alving was bound to suffer, as she did not haveinitially the courage of conviction to say no to the proposal ofAlving. She stays on inspite of a loveless marriage which wasvery common in the bourgeois homes of Europe, and bears a

son, hoping that with a child things might improve but they onlydeteriorated, and when her husband had his way with thehousemaid, Mrs. Alving became terrified that her little sonwould know the reality of his father. Therefore she sent himaway for studies and took the responsibility of supervising theestate and handling the money while her husband was leastconcerned about anything. He was busy in drinking and sittingidle. He had an illegitimate daughter regime, who did not knowanything about her father and stayed at the Alvings as a maid.Everything was kept secret. Oswald came from Paris for thededication of an orphanage built in his father's memory, alwaysthought that his father was a very respectable man. Theorphanage, the ultimate falsehood in Mrs. Alving's great life-lie,will be a final mark on the immoral past and hide the truth onceand for all.

Conclusion

Ghost is one of Ibsen`s masterpiece that discussed quest for identity in general and self-sacrifice of woman in particular. MrsAlving is the representative of both themes.

Bound by society's norms and principles, Mrs. Alving returns home to her husband and tries everything possible to conceal the vile nature of their marriage, atleast on the

surface. The only way for her tosurvive is to overcome her husband, to occupy his place in the house, that is, to become the man of the house

She is a development upon the character of Nora in A Doll's House. She chooses duty and obligation to stick through a hypocritical marriage only to realize that it made a ghastly mockery of her entire life. She is represented as the tragic protagonist of the play.

Thus, the issues of gender, equality, equity and Identity are highlighted in this play. It is worthy that teachers use this play when teaching English language to raise awareness in the readers / learners during language teaching . While teaching/learning process , gender, equality, equity and Identity should be taken into consideration . There shouldn't be any kind of discrimination between males & females . Both males and females should receive the same quality & quantity of teaching.

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MOTIVATION AND TECHNOLOGY FOR PROMOTING BETTER LANGUAGE LEARNING

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Abstract

 Motivation is indispensable to any aspect of human life. It is the process of activating, maintaining and directing behavior towards a particular goal. This paper aims at discussing motivation, the types of motivation and the theories that describe motivation. It also tries to find out the impact of using technology on students' motivation in the classroom.

Introduction

 Motivation is very important in the field of education. It is regarded as one of the most influential factors that lead to the success of learning different types of subjects including learning the foreign language. In the field of language learning, it is expected that the highly motivated students can achieve better learning rather than those who are demotivated. With motivation students perform in the best of their abilities. Sometimes it is easy to get students motivated but in other times it is difficult to figure out how to motivate them. However, our concern here is about how to keep them motivated.

 Using technology in classes is one of the most important factors that help enhance students' motivations. It arouses their interest in the process of learning. It strengthens their ambition, increases their initiative and interaction inside the class and gives them courage and energy to follow their own goals of learning.

 Here in this paper, the researcher tries to shed light on motivation. It talks about the definition of motivation, its types and the theories connected with motivation. It also presents the relationship between motivation and technology, and shows the impact of using technology on enhancing students' motivation that, in turn, leads to the success of learners in the process of learning.

What's motivation?

The word 'Motivation' is derived from the word 'motive' which means needs, desires, wants or derives within the individual. It is defined as the force that pushes someone to do something. Oxford Living Dictionary defines motivation as the desire or willingness to do something. According to Benjamin Ball"Motivation, in its broadest sense, can be defined as forces acting either on or within a person to initiate behavior. It's what gets you going."

Motivation can be of two types. They are **intrinsic** and **extrinsic** motivations. Intrinsic motivation is the one that comes out from within the students themselves. It is part of student's character. Students are motivated because they are interested in the subject or they feel enjoyment in studying it.On the other hand, the extrinsic motivation is the one that comes out from outside affected by some instrumental factors. For example, students are motivated because they want to get a job, to be at the top of the class, to pass the exams and some other instrumental factors.

Benjamin Ball (2012) classifies motivation into **internal** and **external** motivation. He explains" There is internal motivation or push. It's an internal state that impels one to act towards achieving a certain goal. Then there is external motivation, or pull.It's when an external goal influences one's behavior towards them. Behavior is a complex blend of internal pushes and external pulls. You can be internally motivated to go to work because it makes you feel useful and creative. At the same time, it is expected of you by your surroundings and you may be doing something that onlypartly fulfills your desires."

Motivation is, thus, a psychological phenomenon which means needs and wants that the individual has to achieve by framing an incentive plan. This stimulates them to actions to accomplish their own desires.

Motivation Theories

There are many different theories about what constitutes and creates motivations. Some of these theoriesare presented here briefly in the following paragraphs.

1- Need Theories:

Needtheoriesrevolve around the fulfillment of an internal state, that makes certain outcomes appear attractive. These theories form the basic foundations of motivation theories, and are the most straightforward. There are three main needs theories:

a- Maslow's Pyramid Hierarchy of needs (1997).

Abraham Maslow, who was a humanistic psychologist, states that needs are arranged in a ladder-like steps. He proposes that people have a pyramid hierarchy of needs that they will

satisfy from bottom to top, starting from physiological subsistence to self-actualization. These needs are shown in the following figure.

Pyramid of Needs (After Abraham Maslow)

Once the physiological needs are fulfilled, attention moves up to the safety needs and then the next level till reaching the top of the pyramid.

b- Alderfer's ERG Model.

Alderfer's ERG Model condenses Maslow's five human needs into three categories: Existence (material and physiological), relatedness (social and external esteem) and growth (internal esteem and self-actualization) Benjamin Ball(2012).

c- McClelland's Achievements Motivation Theory.

This theory states that the specific needs of the individual are acquired over time according to his own experience of life. Needs according to this model o theory can be of three different kinds. These are achievement motivation, authority/power motivation and affiliation motivation.

2- B.F.Skinner's operant conditioning model (1961)

This model of motivation revolves around what would later be classified as extrinsic rewards or punishments (Holand& Skinner, 1961, cited in Neil G etl2015 p4). Desirable behavior results in a reward by means of the introduction of a positive stimulus, or removal of a negative stimulus. Undesirable behavior results in the introduction of a negative stimulus or the removal of a positive stimulus (Neil Gordenetl, 2015).

3- Herzberg's Motivation-Hygiene (1966)

This model is most widely used in business. It split hygiene factors from motivation factors. Hygiene factors are related to pain-avoidance and lead to dissatisfaction when they're not satisfied (Benjamin Ball 2012).Hygiene factors are regarded as blockers for motivation factors that increases happiness.

4- Vroom's Expectancy Model (1996)

It is a combination of two models, the valence model and the force model. The valence model encapsulate the value placed upon a short term outcome including the contribution of that outcome to be to any longer term or larger outcomes (Neil Gordenetl, 2015).

5- Hackman and Oldham's job characteristics model.

This model focuses on the task itself. It identifies five core job characteristics (skills, variety, task identity, task significance autonomy, feedback) that influence three critical psychological states (Meaningfulness, Responsibility, Knowledge of outcomes) (Benjamin Ball 2012).

Technology and Motivation

Motivating students is very important for achieving high level of learning. Teachers over the years try their best to find suitable ways for enhancing students' motivation because motivation is regarded as the key to the academic success. So introducing technology to the classroom is very helpful for developing students' motivation. It proves to be useful for motivating students in every grade level. Their desire to learn is also aroused greatly with the presence of the technology.Great motivators in traditional classroom should encourage students to love learning and help students to love learning and help students maintain high self-efficacy beliefs (Linnenbrink& Pintrich, 2003).

Various studies have investigated the effect of technology on student's motivation. It has been found that technology has a great impact on student's motivation. A study conducted by Mark Granito & Ellina Chernobilsky entitled "The Effects of Technology on a Student's Motivation and Knowledge Retention", shows that technology has the potential to be a powerful educational tool for those that have interest in it. But for those with no interest in using technology, they will still benefit educationally from traditional methods.There needs to be interest and motivation with using technology in the first place for students to succeed.

Liu, Hsieh, Cho, and Schallert, (2002) found that there is an evidence that the use of technology increases students' achievements and self-efficacy. Miller,(2009) also emphasizes

that students of the 21st century will retain information if it comes to them through a digital medium.

The Conclusion

The researcher concludes that motivation is very important for language learning. And in order to enhance the students' motivations, teachers need to use technology in the classrooms. This will help them interact enthusiastically with the lessons in which technology is used.

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CRITICAL DISCOURSE ANALYSIS AND LANGUAGE TEACHING

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Abstract

The study of language involves understanding its social context. Critical Discourse Analysis (CDA) is an approach to the study of language which focus on analysis of a language text as a discourse and the interaction between the culture, language and society. CDA, as an approach to study, aims to explore issues such as class, cultural difference, ethnicity, ideology, identity, gender, and power, and how they are manifested in linguistic discourses. This paper tries to contribute to the field of language teaching by giving guidelines and exploring different perspective on using CDA in language education.

Introduction:

Critical Discourse Analysis (CDA) is an approach to the study of text and interaction that has gained widespread popularity in social science research . It promotes the application of critical thinking to social situations and the unveiling of hidden connections between language use, ideology and power. CDA aims at exploring issues such as class, cultural difference, ethnicity, ideology, identity, gender, and power, and how they are manifested in particular texts. Rajhy H. A. (2016)   Basically, "Discourse analysis, the study of language use within its social context, has plenty of utilitarian aspects, especially for language learners. Besides being a means of communication, language is a practice that not only constructs, but is also constructed by the ways language learners understand themselves and their social environment. Critical discourse analysis promotes the application of critical thinking to social situations and the unveiling of hidden connections between language use, ideology and power." Martínez, D. F. (2012:283) It is believed that awareness of the ideological effects of discourse can lead to changes in discourse practice that will result in greater social equality and justice.

The work of CDA proceeds from the identification of a text as part of a social event or a chain of events that occur in a network of social practices. The text is then articulated with other texts that may come before or after it in a discursive chain in order to help establish the context of the analysis. After identifying the genre or mix of genres that

constitute the text, the analyst might next characterize the text's orientation to difference and also attempt to determine the level of inter textuality in the text--that is, whether and how other relevant texts and references are included or excluded by the text being studied. Burns, L., & Morrell, E. (2005)

According to Van Dijk (1998a) CDA is a field that is concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inequality and bias. Fairclough (1993) identified CDA as discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.

Purpose of this paper:

This paper aims to demonstrate how critical discourse analysis can be implemented in language teaching in order to help students develop their internal values and critical thinking skills.

CDA and language as a discourse:

According to Sheyholislami, J. (2001), the principles of CDA view language from different perspectives as:

1. Language is a social practice through which the world is represented.

2. Discourse/language use as a form of social practice in itself not only represents
and signifies other social practices but it also constitutes other social practices
such as the exercise of power, domination, prejudice, resistance and so forth.

3. Texts acquire their meanings by the dialectical relationship between texts and the
social subjects: writers and the readers, who always operate with various degrees
of choice and access to texts and means of interpretation.

4. Linguistic features and structures are not arbitrary. They are purposeful whether
or not the choices are conscious or unconscious.

5. Power relations are produced, exercised, and reproduced through discourse.

6. All speakers and writers operate from specific discursive practices originating in
special interests and aims which involve inclusions and exclusions.

7. Discourse is historical in the sense that texts acquire their meanings by being

situated in specific social, cultural and ideological contexts, and time and space.

Critical Discourse Analysis as a Method:

Critical Discourse Analysis(CDA) is an approach to the study of text and interaction that has gained widespread popularity in social science research since its first formulation in the late 1980s by scholars such as Fairclough, Van Dijk, and Wodak (to mention only some). CDA analyses takes at the starting point a social problem or issue that entails the marginalization of social/ cultural groups by others, in order to explicate and understand the role of discourse in creating, maintaining, or potentially changing unequal and hegemonic power relations. More specifically CDA deals with the analysis of linguistic features in relation to the broader social, cultural, political, ideological contexts in which language is used. CDA attempts to bridge the divide between direct and indirect forms of discourse analysis. By direct forms of analysis, we mean those forms that deal directly with close linguistic analysis, while by indirect we mean those forms that deal with the contextual aspects of discourse.

The method of CDA involves a triad structure to guide research. It assumes that discourse is both constrained and enabled by social structures and by culture and proceeds by examining relationships between (a) texts as speech acts (texts as ideological recordings of communication events), (b) discursive practices around a text (processes of producing, writing, speaking, reading, and interacting), and (c) the socio-cultural context in which these practices occur and within which resulting texts circulate and regulate (contexts as coming with their sets of rights and obligations that affect what is likely to be said or not said Fairclough, (1995) and Burns, L., & Morrell, E. (2005).

CDA views texts as speech acts; that is, they affect how language gets used and how meaning gets made. Texts are further viewed as both products of discourse communities and as producers of discourse communities, operating dialectically to aid in the identification and representation of the group. Texts get used to talk desired realities into being, and in doing so, they develop and set forth the terms and norms for who gets to talk, what they may say, how they may say it, what they should value, how they may think, and how they may behave. Given the powerful effects that a text can have in shaping subjectivities, it becomes important to understand how texts reify ideological discursive positions and tools Fairclough (1989).

Having described the context, genres, orientations to difference, and levels of intertextuality, the analyst might identify the assumptions at play in a text that have implications for the representation of reality, truth, and value--a focus on the ideological

orientations of a text. In addition to these moves, a critical discourse analyst might describe the semantic, grammatical, and lexical relations of a text--that is, how the actual construction of words, clauses, and sentences is accomplished. These activities may be accompanied by efforts to determine the grammatical mood, the kinds of statements a text makes, and the purposes of those statements in the context of the social event. Next, the analyst might identify the discourses a text draws on and discuss the features that characterize those discourses and represent social events in particular ways. Finally, a critical discourse analyst might identify and evaluate the styles involved with the construction of a text, truth claims and their modalities, and values that a text conveys.

In brief, Critical Discourse analysis includes somewhat diverse theoretical and methodological approaches from linguistics, anthropology, philosophy, psychology and sociology. Far from being a coherent paradigm of clear-cut practices, there is still an on-going proliferation of theoretical perspectives, methodological devices and research topics which in the last years have unveiled, among many others, the potential of discourse analysis as an instrument for teaching languages. Martínez, D. F. (2012)

Uses of CDA in Language Education:

Rogers Rebecca (2004) has raised some of the questions instigated by an up-close use of CDA include:

1. "What responsibilities and roles do educational researchers using CDA hold in school settings?

2. How does the public intellectual, who holds the explicit role of analysis and exploration of ideologies, work in settings where the researcher and participant work together closely?

3. How does this role of the public intellectual fluctuate within structured and informal relationships where power slips and glides across interactions?

4. In these types of settings, what promise is held by CDA as both an exploration of potentially harmful discourses and social relations and as potentially transformative of those social practices?" Rogers Rebecca (2004:3-6)

However, Rogers Rebecca (2004) has proposed some guidelines for using CDA in language education. At the textual level, the analysis involves use of the linguistic theories such as Halliday's systemic functional linguistics and the three domains of ideational, interpersonal, and textual analysis. The ideational functions include meta-narratives that

circulate in society. Analysis at this level includes transitivity, which involves the different processes, or types of verbs, involved in the interaction. The interpersonal functions are the meanings of the social relations established between participants in the interaction. Analysis of this domain includes an analysis of the mood (whether a sentence is a statement, question, or declaration) and modality (the degree of assertiveness in the exchange). The textual domain involves the thematic structure of the text. Fairclough's second dimension, discursive practice, involves analysis of the process of production, interpretation, distribution, and consumption. This dimension is concerned with how people interpret and reproduce or transform texts. The third dimension, sociocultural practice, is concerned with issues of power. Analysis of this dimension includes exploration of the ways in which discourses operate in various domains of society. Rogers Rebecca (2004) and Rajhy H. A. (2016)

Conclusion:

CDA proposes to study discourse within a social and ideological context marked by relations of power and inequality. CDA values the text not only as a tool for the social construction of reality, but also as an instrument of control.CDA focuses on how language as a cultural tool mediates relationships of power and privilege in social interactions, institutions, and bodies of knowledge. A defining feature of CDA is its concern with power as a central condition in social life, and its efforts to develop a theory of language which incorporates this as a major premise. CDA as an approach or paradigm is characterized by a number of principles. CDA can be implemented in foreign language teaching and learning in order to help students develop their internal values and critical thinking skills.

According to Burns, L., & Morrell, E. (2005:10), "Critical Discourse Analysis is an analytic tool that has much to offer for literacy research and education. While CDA is being applied with increasing frequency in literacy studies, we argue that we have only scratched the surface in that regard. We hope that we have made the argument for more studies of critical language awareness among marginalized school populations, as well as studies of literacy education and literacy research as discourses in and of themselves". Further, teachers and researchers would like to push the field of education by advocating for the use of CDA as a tool for literacy pedagogy, literacy policy, and literacy praxis. They can CDA as a tool offers tremendous potential for teaching and research and for transforming classroom instruction to facilitate the literacy empowerment. These uses represent praxis in its truest sense: using a theoretical and conceptual tool to act more powerfully upon the world in ways that increase student and teacher efficacy and humanize our curricula and our scholarship.

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DOMINANCE OF INFORMATION COMMUNICATION TECHNOLOGY OVER THE TRADITIONAL EDUCATIONAL SYSTEM FOR QUALITY EDUCATION

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Abstract

The use of Information Communication Technology is very common in every spare of life of human being. Therefore, the field of education is also not immune from its influence. Information Communication Technology is responsible to make education more smooth and speedy. Therefore, it has dominated the traditional education system more rigorously and strengthened the quality of education so as to bring it within the reach of every individual without the limitations of time and place. Information Communication Technology has dominated the traditional education system in different ways like it is extended to the urban areas, campus education, online study material, promotes working skills etc. therefore, Information Communication Technology is proved to be very fruitful for students, teachers, parents and society at large. Moreover, Information Communication Technology protects the right to education. In other words it protects the basic human interest or right to education. Nevertheless, it assures quality education bias as to status. Since, Information Communication Technology dominates the traditional education system in processing of the knowledge and sharing the knowledge more quickly and accurately.

Key Words: *Information Communication Technology, dominance, traditional, educational, system, online, reception, urban, working skills, interest, submission, benefits, advantages, sharing, empowers, regulates, communication, enhance, regulation, restrictions, control, irrelevant, use, limited.*

Introduction

Information communication Technology is basis of the advancement of human life and sustenance. It helps students to study together and prepare together by sharing information and knowledge through speech, writing, the printed word and, more recently, telephony and broadcasting. Since, the sharing of information empowers student communities, and enables them to get more knowledge from the online study material. Since, in the last decade it has been found that the effective changes are made so as to communicate and share knowledge through the advancement of information communication technology, particularly the Internet. Therefore, the new changes are responsible for providing knowledge very effectively, quickly and cheaply. But the implementation of the said policy is controlled by the government decisions and practices. Therefore, the Information Communication Technology is the soul of the advanced education system. Nevertheless, it dominated

effectively over the traditional educational system so as to share the knowledge very quickly and accurately.

Need of study:

It was observed that education system in today's world is very advanced as compared to the traditional education system. It is due to the dominance of the Information Communication Technology on the traditional education system. There are different benefits of the application of the Information Communication Technology in the modern education system. Sharing of knowledge is not limited to the four walls of classroom but it expanded to the study room of students without the limitations of boundaries of urban and rural areas. Since, the poor students are able to share the knowledge easily and at the affordable cost. Therefore, the Information Communication Technology has in real sense has opened the door of knowledge for all students through internet and maintained equity in providing educational resources to all. In this sense the Information Communication Technology has dominated the traditional education system. Therefore, the researcher is inclined towards the research paper to find out the dominance of the Information Communication Technology over the traditional education system.

Objectives of the study.

1. To study the Information Communication Technology.

2. To study the uses of the Information Communication Technology in education.

3. To find out the grounds of dominance of the Information Communication Technology over the traditional education system.

4. To find out the drawbacks of the Information Communication Technology over the traditional education system.

5. To give suggestions to overcome the lacunas.

Hypothesis.

1. The application of the Information Communication Technology in the modern education system has overwhelmed the drawbacks of the traditional educational system.

Nature and Scope:

The Information Technology Act, 2000 and the relevant provisions of the said Act in the light of the Indian Constitution and the necessary case laws is the scope of this research paper. Moreover the application of the Information Communication Technology in the modern educational system so as to defeat the drawbacks of the traditional educational system and its benefits as far as the sharing of knowledge is concerned is also the matter

piped in the the nature of the research paper. Therefore, the relevant provisions of the relevant topics from the secondary data are referred to write the research paper.

Research Methodology.

This is an arm chair research. Therefore, the researcher used the secondary data from relevant topics of the resources available to complete the research paper. Since, it is became very necessary to use the relevant books, journals; the application of Information Communication Technology, Act 2000, online subject material, case laws, and the Indian Constitution, role of internet in sharing knowledge etc. as the secondary sources are used to complete the research paper.

Review of Literature

Davis (1993) in his study 'Tools for learning' believes that there is no single magical formula for motivating students. With colorful and attractive graphics, interesting and illustrative animations, appropriate sound effects, ICT provides multisensory stimulations and real-world experiences.

Grabe (2001) stated that technology should facilitate meaningful learning in the classroom. Also, it should engage the thinking, decision making, problem solving and reasoning behaviors of students.

M2 Communications Ltd (2001) conducted study on 'ICT investment boost secondary schools'. They found that there was a consistent trend for pupils in schools with better IT resources to achieve better grades for English, math and science. It also indicated that schools that used IT to support a particular subject, tended to achieve better in that subject than schools which did not use IT.

Kong et al. (2000) investigated study on 'Possibilities of creative and lifelong learning'. They found that the integration of IT and curriculum is the main force in promoting the full acceptance of information technology by teachers and students.

1. Definition of the Term 'Information Communication Technology'.

It is defined as, "a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage the information." Therefore, it includes the Computers, Internet, Broad Casting technologies and telephony." In other words the use of the internet in the education to extend the scope of the education is termed as the Information Communication Technology.

In other words, Information and communications technology covers to all the technology applied to operate telecommunications, broadcast media, intelligent building

management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. Moreover, the Information and communications technology is as synonym for information technology but its scope is broader. The Information and communications technology is used in modern educational system to has mention different technologies and the use of it for transmission of diverse knowledge for all.

2. Dominance of Information Communication Technology over the traditional education system for quality education:

1. It bridged the gap between the urban and rural students:

It is found that the Information Communication Technology is very successful to increase the opportunities in education for all. In this regard it proved to be an effective tool to overwhelm the drawbacks in the educational sector as far as the limitations of transmission of knowledge in rural and urban areas is concerned. Nevertheless, it is also applied to give both formal and non-formal education also. It is also capable to transfer the knowledge without limitation of the boundaries of the urban and rural areas. Nevertheless, it nourished the equality of opportunity of education to the religious minority, women and the disabled students as well as the vulnerable section in the society.

2. It defeated the constraints regarding the education on campus.

The Information Communication Technology, nevertheless, demonstrated to be effective ammunitions in destroying the constraints as to take education in the campus. Therefore, The Information Communication Technology assisted to provide the education beyond the time and place limitations. Therefore, it is not merely a dream to take education out of campus by students. Furthermore, it made enhanced the opportunity to access the course material at 24 hours and 7 days. Since, it nourished the capacity of reception by many receivers at a time. Therefore, Information Communication Technology has defeated the constraints regarding education on campus.

3. The autonomy of the printed books in the libraries is curtailed:

Information Communication Technology provided an alternative option to get knowledge other than the printed books in the libraries. Therefore, the course material is not restricted within the four walls of the library. Rather it is freed for enjoyment of everyone. Since, knowledge on the internet is inexhaustible on different subjects and topics of the course material. Thus, the treasure of the online wealth of course material is emancipated by the application of Information Communication Technology in the modern education system. It provided online course material from the elementary level of education to the doctoral level

of education. Thus, the Information Communication Technology, assisted to divergent students, professional, and to every person eager to receive the knowledge in the world. Therefore, the Information Communication Technology has curtailed the autonomy of the printed books in the libraries

4. Information Communication Technology fosters working skills among students.

The Information Communication Technology provides an opportunity to the students to gainessential skills so as to train him for the future employment. Thus a successful completion of the apprenticeship strengthens his future responsibilities. The Information Communication Technology provides online reading resources firstly and evaluation afterwards. It assists to the students to get the nessecery skills. Thus, the literacy in Information Communication Technology nurtures the students as the competent personalities to shoulder the responsibility in future. Moreover, the Indian policy of the globalization also assisted positively so as to support the extension of the Information Communication Technology in every aspect. Since, the Information Communication Technology has created motivational influence on the students for learning and receiving skills, the Information Communication Technology fostered working skills among the students.

5. The Information Communication Technology made sharing of knowledge very comfortable.

The Information Communication Technology is not only assisted to the students community but it is more comfortable to teachers communicate also so as to share their knowledge very quickly and efficiently. Therefore, the stream of knowledge is flowing between the two edges like students and the teachers.The Information Communication Technology is comfortable teacher as it assists to make planning of lessions and the preparation of the notes, and reference material for the students etc. Furthermore, it helps to preserve the data up to date and it may be stored for available at any time and at anyplace. Since, the Information Communication Technology made sharing of knowledge very comfortable.

6. Information Communication Technology is student centric and simulative.

` The Information Communication Technology is also nurtured the individualistic and energetic learning of the pupils. Since, the Information Communication Technology has successfully nurtured self confidence and the self esteem among the students so as to encourage the students more as compared to the the traditional educational system. Nevertheless, it may be appropriate to call it as it resulted in envelopment of the student

centric approach rather than the mass centric approach as was found in the traditional educational system. Furthermore, the the Information Communication Technology thrusted the students towards the knowledge as per his own interest of the learner rather than than the interest of the curriculum. Moreover, it provided the actual experience through simulation, without going on the sites so as to prepare the students for the field work in future. Since, theInformation Communication Technology is student centric and simulative.

7. The Information Communication Technology is a boostto the quality of education.

The Information Communication Technology is very benificial to upgrade the quality of education. Therefore, the UGC and Universities are supporting to provide the Wi-Fi services e educational campuses. The Information Communication Technology is a boost to the quality of education in different ways like by encouraging the learners, providing the essential skills, upgrading the teachers teaching skills through the different refresher and orientation courses of the Human recourse Development centers of the University Grants Commission. Therefore, the Information Communication Technology is an instrument to blossom the quality education at affordable cost for al students.. The Information Communication Technology is encouraging to learn through the videos, multimedia software, intellectual development games, songs, poems, slide shows, comics, dramas, films etc so as to flourish the qualify education. Since, the information Communication Technology is a boostto the quality of education.

8. The Information Communication Technology enhanced the ability of students to processing of and sharing of the knowledge.

The Information Communication Technology is assisted to the students in processing the knowledge achieved so as to enhance their learning skillsto adopt knowledge and apply it in practice. Similarly, theInformation Communication Technology helped the students in the sharing the knowledge through documents and notes through gmail and other means.Since, the Information Communication Technology enhanced the ability of students to processing of and sharing of the knowledge.

3. Criticism.

1. The use of the Information Communication Technology in the education would create negative impact on the students as they are involved in the immoral traffic.

2. The Information Communication Technology affects the attitudes of the teachers as there is more of knowledge is available.

4. The brains of the students may be demoralized due to free knowledge on unethical aspects also..

5. The trend of ready made study material prevailed which hampering independant thinking and application of mind..

Hypothesis:

1. The application of the Information Communication Technology in the modern education system has overwhelmed the drawbacks of the traditional educational system.

It is verified and found true on the basis of the secondary data.

4. **Findings and Conclusion.**

On the basis of the above explanation it may be concluded that the Information Communication Technology is dominated over the traditional education system in many respect from the the point of view of the students teachers also. education. Undoubtedly, the Information Communication Technology had its own superiority. Therefore, the findings of the research paper would be that the use of the Information Communication Technology blossom the quality of education but nevertheless the use of Information Communication Technology should be restricted as per the prevailing principles of objectives, ethics and morality.There should be control on the students so as they may not be indulged to use irreverent sites. The misuse of the the Information Communication Technology would be avoided with the regulated use.The Information Communication Technology use should be balanced with the utility and the purity of the minds of the students.Since, the Information Communication Technology, Act 2000, therefore, very rightly controlled the misuse of the the Information Communication Technology. by laying different restrictions and regulations of the Information Communication Technology in India.

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TO STUDY IMPACT OF TEACHER'S HAPPINESS ON STUDENT LEARNING

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> **Abstract**

Happiness is positively association with intrinsic motivation for all students and also with extrinsic motivation. In our system wants to do well in school or in classroom then one need to make happy attitude of students .There will be numbers of factors which impact on happiness of students .In the present study researcher is considering some factors like teacher related, students related, and classroom related. But teacher related factors were more important for healthily and happily learning of students .Teachers positive and happy nature ,attitude and behaviour helps for busting up the children for its overall development as well as life long learning. Great teachers care about their students. They want them to succeed and are committed to helping them achieve their goals. ... Investing yourself in your students creates a positive atmosphere in the classroom that enhances teacher relationship with students and makes them feel important.

Introduction:

Teacher is the an important factor with in the classroom. Brain research on how students learn and how students brain react in social interaction will be depend on teacher, school ,culture ,on students behaviour and overall activities related to the classroom. Beyond this the control of the individual teacher with in classroom .Because teacher are definitely great shapers of children and influence what or how they will be in the future.

Teacher who are inspiring, supporting ,and providing appropriate care for her/his students from primary level up to higher level. So she feel the need of students as well as their psychology regarding happiness and directly on their learning .Because less stress equals more happiness.

Objective of the study:

1) To identify students view about happiness.

2) To study teachers daily routing .

3) To study the impact of teachers happiness on students .

Hypothesis :

Students are always positive towards their learning.

Teachers activities always impact on students.

Research methodology:

For the present study survey method is used. Researcher wants to know about the impact of teacher happiness on students learning. This study is limited only for secondary school students. Students of class 8 grade is taken as sampling by probability sampling method .Student from Mahatma Phule high school Nanded is used for the sake of study.

Research Design:

Single group design is used for proposed   research work. Survey method is used for present study. Total number of students are 50.

Tools of Data collection:

For the present study check list is used for collection of data from students and teachers. Observation empirical data is collected. In following days data collected followed by checklist.

Data Analysis and Conclusion:

According to objective 1: To identify students view about happiness.

Check list:

1 .My previous educational background is

   Primary ,upper primary, secondary.

All students are from secondary level that is 50 in number.

Upper secondary	secondary	higher
00	50	00
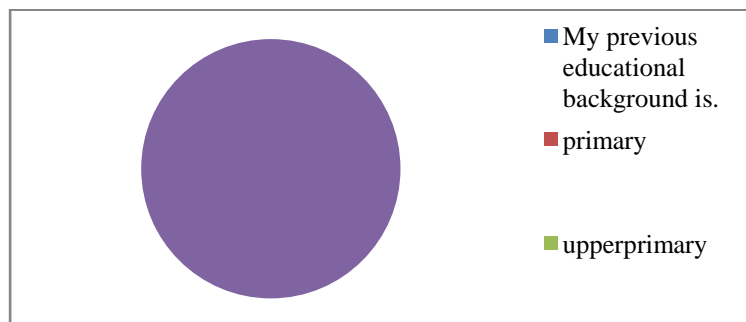
2.The average grade on my recent examination is :

Very low	low	average	good
33	9	8	00
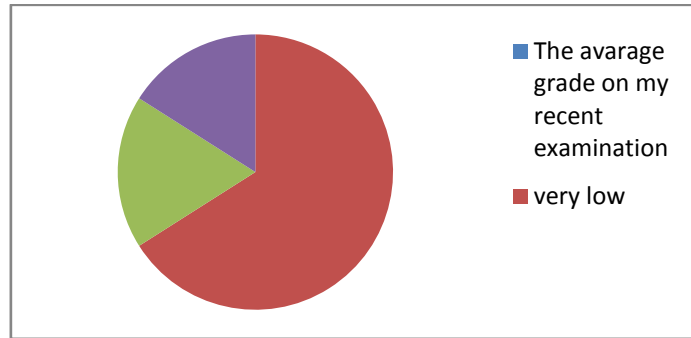
3.I am happy with my study.

Yes	No
18	32
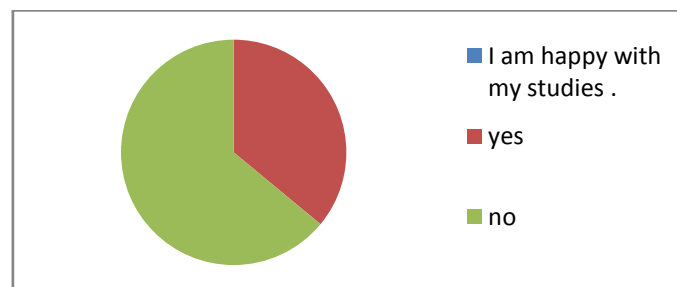
4. Is this institution has a good reputation.

Yes	No
18	32
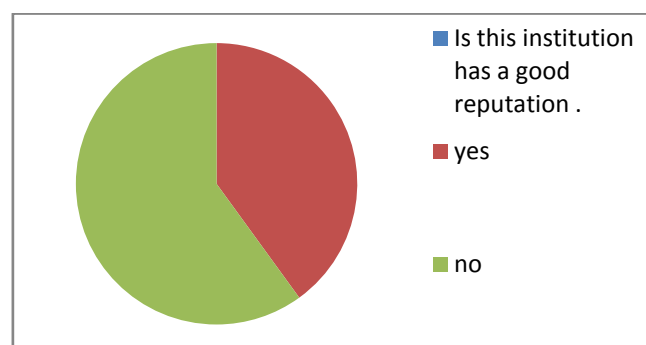
5.I have opportunity to get guidance for my difficulties .

Yes	No	Sometimes	Never
16	13	23	8
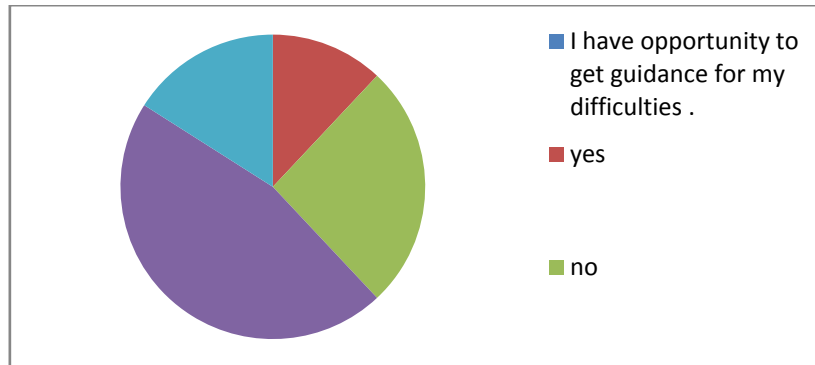
6.I am satisfied with my opportunities to use

Yes	No	Sometimes	Never
11	19	15	5
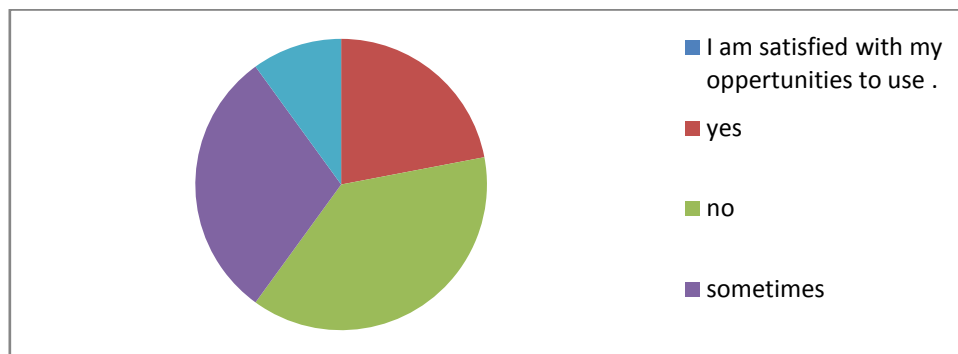
7.I receives help in my problem and difficulties

Yes	No	Sometimes	Never
10	9	15	16
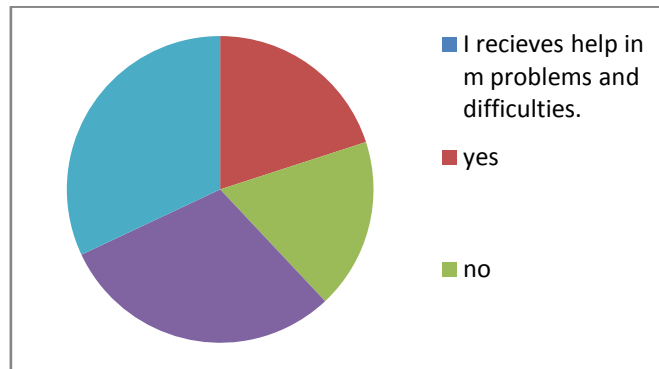
8.Iam treated respectfully from my teachers.

Yes	No	Sometimes	Never
8	18	18	6
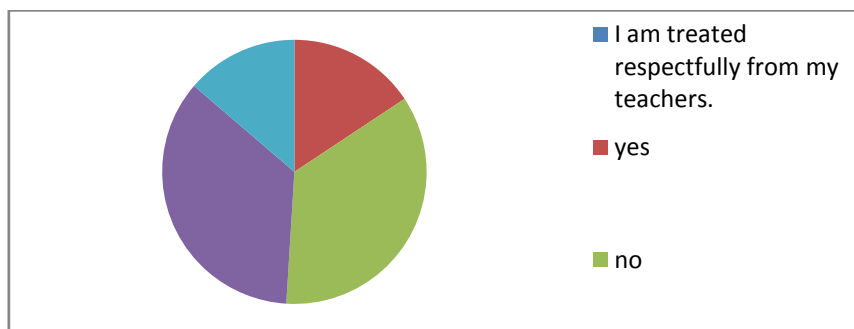
9.The learning objectives of the students were explain to me.

Yes	No	Sometimes	Never
11	15	19	5
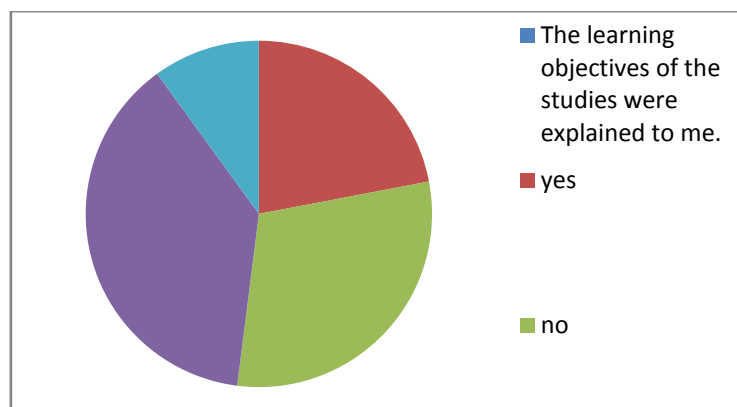
10.I had the opportunity to give the teacher feedback on my studies.

Yes	No	Sometimes	Never
3	24	9	14
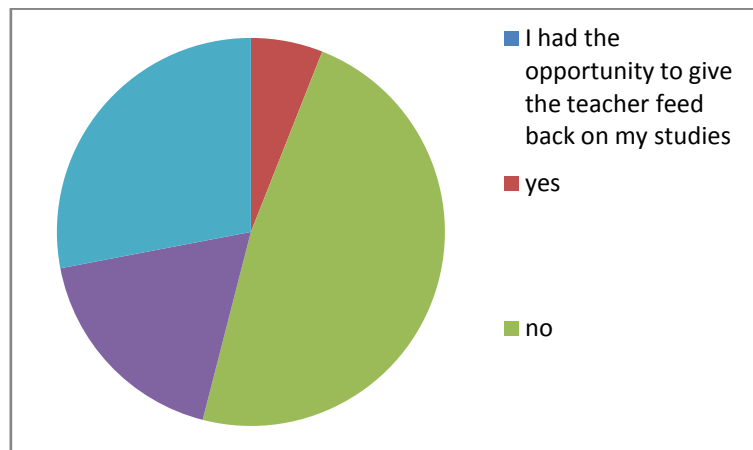
Objective 2.To study teachers daily routing .

Teacher is the backbone of country. They are founder of students future as well as overall development of child. Because these students are coming future of society and good citizens. So it is our duty to give their life proper shape. They are spending some time in school that time plays very important role in the lives of a students. Teacher is role model for them. If we studied psychology of a teacher then we realised that how they are working, how their tensions affect on their work and so on. besides this it was surprise to us that what type of work they are doing during school hour. That is as follows

- Most of teachers are travelling from so far.
- They are travelling with different modes of transport.
- They need to reach in school on time
- After coming over they are busy in collecting students.
- Most of teachers cooking rice (mid-day meal) with there selves.
- Ratio of teacher is not in proportion.
- There is no helper in school, as well as no headmaster.
- Most of schools are one teacher school are there.
- Single Teacher teaching all subjects.
- He/she is teaching subjects which they its self not learning.

These are upper some reasons why teacher is not taking more responsibilities.

Objective 3. To study the impact of teachers happiness on students .

The new Happiness School culture has a powerful positive effect on students' brains, resulting in a positive impact on student behaviour and motivation to learn, reducing discipline problems and increasing success in the classroom. ... Students seem to listen to teachers when they know they care. Above responses shows that teachers happiness must be impact on students learning.

Conclusion

Many factors contribute to a student's academic performance, including individual characteristics and family and neighbourhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.

STRATEGIES FOR INCLUSIVE TEACHING

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Abstract

Promoting inclusion, reducing stereotype threat, and fostering a growth mind-set… Inclusive teaching and learning refers to modes of teaching and learning that are designed to actively engage, include, and challenge all students. The practice of inclusive teaching can also help instructors broaden and expand their understanding of their own disciplines and of what they hope to accomplish in teaching and in research. This Research paper focuses on concept of Inclusive Education, research-basis for inclusive educationand mainly highlights the Inclusive classroom strategies.

Keywords: Inclusive education, research-basis,strategies, inclusive classroom.

INTRODUCTION

What is inclusive education?

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, &Valenti, 2010; Alquraini& Gut, 2012).

The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students (Alquraini& Gut, 2012).

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. This is not to say that students *never* need to spend time out of regular education classes, because sometimes they do for a very particular purpose—for instance, for speech or occupational therapy. However, the goal is this should be the exception.

The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It is also critically important the adults be supported, too. This includes the regular education teacher and the special education teacher as well as all other staff and faculty who are key stakeholders; and that includes parents.

The research-basis for inclusive education

Inclusive education and inclusive classrooms are gaining steam because there is so much research-based evidence around the benefits.

Benefits for students

Simply put, both students with and without disabilities. Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini& Gut, 2012).

For students with disabilities (SWD), this includes academic gains in literacy (reading and writing), math, and social studies—both in grades and on standardized tests, better communication skills, and improved social skills and more friendships. More time in the general classroom for SWD is also associated with fewer absences and referrals for disruptive behaviour. This could be related to findings about attitude in that they have higher self-concept, they like school and their teachers more, and are more motivated around working and learning.

For their peers without disabilities, they also show more positive attitudes in these same areas when in inclusive classrooms. They make greater academic gains in reading and math. Research shows the presence of SWD gives non-SWD new kinds of learning opportunities. One of these is when they serve as peer-coaches. By attending to how to help another student, his or her own performance improves. Another is that as teachers take into greater consideration their diverse SWD learners, they provide instruction in a wider range of learning modalities (visual, auditory, and kinesthetic), which benefits their regular students as well.

Researchers often explore concerns and potential pitfalls that might make instruction less effective in inclusion classrooms (Bui et al., 2010; Dupois et al., 2006). However, findings show this is not the case. Neither instructional time nor how much time students are engaged differs between inclusive and non-inclusive classrooms. In fact, in many instances regular students report little to no awareness that there even are students with disabilities in their

classes. When they *are* aware, they demonstrate more acceptance and tolerance for SWD when they all experience an inclusive education together.

Parent's feelings and attitudes

Parents, of course, have a big part to play. A comprehensive review of the literature (de Boer, Pijl, &Minnaert, 2010) found that on average parents are somewhat uncertain if inclusion is a good option for their SWD. On the upside, the more experience with inclusive education they had, the more positive parents of SWD were about it. Additionally, parents of regular students held a decidedly positive attitude toward inclusive education.

Now that we have seen the research highlights on outcomes, let uslook at strategies to put inclusive education in practice.

INCLUSIVE CLASSROOM STRATEGIES

There is a definite need for teachers to be supported in implementing an inclusive classroom. A rigorous literature review of studies found most teachers had either neutral of negative attitudes about inclusive education (de Boer, Pijl, &Minnaert, 2011). It turns out that much of this is because they do not feel they are very knowledgeable, competent, or confident about how to educate SWD.

However, similar to parents, teachers with more experience —and in the case of teachers more training with inclusive education—were significantly more positive about it. Evidence supports that to be effective, teachers need an understanding of best practices in teaching and of adapted instruction for SWD; but positive attitudes toward inclusion are also among the most important for creating an inclusive classroom that works (Savage &Erten, 2015).

Of course, a modest blog article like this is only going to give the highlights of what have been found to be effective inclusive strategies. For there to be true long-term success necessitates formal training. To give you an idea though, here are strategies recommended …..

1. Use a variety of instructional formats.

Start with whole group instruction and transition to flexible groupings, which could be small groups, stations/centres, and paired learning. With regard to the whole group, using technology such as interactive whiteboards is related to high student engagement. Regarding flexible groupings: for younger students these are often teacher-led but for older students, they can be student-led with teacher monitoring. Peer-supported learning can be very effective and engaging and take the form of pair-work, cooperative grouping, peer tutoring, and student-led demonstrations.

2. Ensure access to academic curricular content.

All students need the opportunity to have learning experiences in line with the same learning goals. This will necessitate thinking about what supports individual SWD need, but overall strategies are making sure all students hear instructions, that they do indeed start activities, that all students participate in large group instruction, and that student's transition in and out of the classroom at the same time. For this latter, not only will it keep students on track with the lessons, their non-SWD peers do not see them leaving or entering in the middle of lessons to be pulled out, which can really highlight their differences.

3. Apply universal design for learning.

These are methods that are varied and that support many learners' needs. They include multiple ways of representing content to students and for students to represent learning back, such as modelling, images, objectives and manipulatives, graphic organizers, oral and written responses, and technology. These can also be adapted as modifications for SWDs where they have large print, use headphones, are allowed to have a peer write their dictated response, draw a picture instead, use calculators, or just have extra time. Think too about the power of project-based and inquiry learning where students individually or collectively investigate an experience.

4. Include Diverse Content, Materials, and Ideas

- When you are preparing lectures, questions for discussions, scenarios, case studies, assignments, and exams include language, examples, socio-cultural contexts, and images that reflect human diversity. Whenever possible, select topics and materials that reflect contributions and perspectives from groups that have been historically underrepresented in the field.

- Model openness to the new ideas and questions can broaden and deepen your own knowledge of your discipline and its relevance. Help students understand that knowledge is often produced through conversation and collaboration among disparate points of view.

5. Create an Inclusive Environment

- When talking with students during class, communicate clearly what you expect to happen in the classroom, including your expectations for respectful and inclusive interactions.

- Set and enforce ground rules for respectful interaction in the classroom. If a student's conduct could be silencing or denigrating others (intentionally or not), remind the entire class of the ground rules, then talk with the student individually outside of class about the

potential effects of their conduct. Remember that your silence is often read as endorsement.

- To the extent that is possible, get to know your students and the individual perspectives, skills, experiences, and ideas that they bring into your course.

- Communicate high standards for student learning and achievement in your course and express confidence that every student can achieve these standards. In addition, include structured support within your course that is designed to help students achieve those standards.

- Show respect for all questions and comments. Use verbal and non-verbal cues to encourage participation and to challenge students to think deeply and critically.

- Encourage students to "think out loud," to ask questions, and to actively consider perspectives that are different from their own.

6. Encourage a Growth Mind-set

- Foster a "growth mind-set" by conveying the idea that intelligence is not a reflection of fixed, natural abilities, but can change and grow over time (Dweck, 2006). When talking with students about their performance in class or on exams or assignments, avoid describing such performance as a sign of natural ability (or lack of ability). Doing so may activate stereotype threat, a phenomenon in which students' awareness of negative stereotypes that link identity and ability can lead to depressed academic performance.

- Help students develop a growth mind-set by speaking with them about the extent to which experiences of academic faltering can provide opportunities to grow and improve..

- Create an environment in the classroom or laboratory in which it is okay to make mistakes and where faltering can lead to deeper learning. If a student contributes an answer that is incorrect, for example, ask questions to help the student identify how he or she arrived at that answer and to help the entire class to understand at least one method to derive the correct answer. At the same time, be open to the possibility that what seems to be an incorrect answer initially may lead to shared understanding of an alternative way to answer the question.

7. Strive for Equality of Access to Instruction and Assistance

- Help your students learn about academic and non-academic assistance and resources that are available. Keep in mind that all students will not be equally aware of—or equally comfortable in seeking out—academic help and resources provided. Therefore, provide access to this information in your course page, set aside time in class to talk about these

resources during the first week of class, and—when needed—in individual conversations with students.

- Promote fairness and transparency by sharing the criteria you will use to evaluate their work with students. When appropriate, grade with rubrics or answer keys.

- Ensure that assistance provided outside of class is equally available and accessible to everyone (e.g., if you share information with one or a few students regarding how best to approach an assignment, repeat this information to the entire class).

- When students approach you to let you know that they are in need of a disability-related accommodation, make the necessary provisions.

8. Gather and Use Feedback to Refine and Improve your Strategies

- Ask a colleague or Teaching Centre staff member to observe your teaching. Consider suggestions about how to encourage increased participation and inclusion of diverse contributions, and what factors might be perceived as barriers to participation and inclusion. Identify adjustments you can make to minimize the latter.

- Provide opportunities for students to reflect on the course and to give you feedback on the methods and strategies you are using. Afterward, take time in class to explain how you are integrating feedback as you make adjustments during the remainder of the semester.

- As you build your teaching expertise, practice a "growth mind-set"–be open to the possibility of learning from mistakes and welcome the opportunity to learn as much as you can from your diverse students.

Summing Up

The future is very bright indeed for this approach. The evidence is mounting that **inclusive education** and classrooms are able to not only meet the requirements of LRE for students with disabilities, but to benefit regular education students as well. We see that with exposure both parents and teachers become more positive. Training and support allow regular education teachers to implement inclusive education with ease and success. All around it is a win-win!

Remember, always keep learning more about your students' abilities and the many ways you can reach, teach, and of course *INCLUDE!*

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ROLE OF TEACHER IN CLASSROOM FOR INCLUSIVE EDUCATION

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Abstract

Inclusion of each and every learner in the classroom is essential otherwise teaching of teacher is vain. Teachers responsibilities that for try to inclusion in activities which he create for the learner. Most of teachers are unknown the concept of Inclusive Education.

Inclusion is a process that helps overcome barriers limiting the presence, participation and achievement of learner. Role of teacher in classroom having most important for inclusion. Teacher need to create building an inclusive environment and exploring activities to promote inclusion. Present study conducted on the areas for knowing the teachers role in classroom for inclusion when inclusive education is implemented appropriately, all students are benefited.

Keywords: Inclusion, Classroom, Inclusive Environment, Activities to Promote Inclusion.

Introduction :

Education has always been accepted as a powerful and effective medium of individuals. Inclusion of student is part of teaching learning process. The education process depends upon the both teacher and learner.

Education is an international structured process to impact knowledge and skills and to influence an individual's development.

The curriculum is the central means for enacting the principals of inclusion and equity with in an education system. Developing a curriculum that will include all learners may well involve broadening the definition of learning used by teacher and education decision makers. As long a learning is defined narrowly as the acquisition of knowledge presented by a teacher, schools will likely be locked into rigidly organized curricula and teaching practices. In stark contrast. Inclusive curricula are based on view that learning occurs when students are actively involved, taking the lead in making sense of their experiences.

The teacher is implementer of curricula, its for learner. When the learner achieve the curricular activities that is meaningful inclusion.

Teacher and learner are the bipole for the process of teaching and learning. Teacher is most important factor and classroom activities are playing important role in learning.

Concept of Inclusive Education

The concept of inclusive education is a relatively controversial topic for many parents and educators. The idea behind inclusive education is that student with special need will be placed in the same classroom environment as other students their age who do not have special needs. Mainstreaming is a process that allows children with special needs to enter certain standard classroom after they show the ability to keep up with the rest of their peors.

Objectives of the study

- To know the teachers role in inclusion of pupil.
- To understand the role of teacher in classroom.
- To improve classroom activity of the teacher.

Inclusion

The idea of inclusive education has actually to involve each and every pupil even though who need to specially treated but inclusive education involve them also. Inclusion refers to an individual's experience within the workplace and in wider society, and the extend to which they feel valued and included. It is allowing everyone equal access to services and resources. Inclusion also involves ebminating discrimination and promoting equality.

The teachers role is most important for inclusion of pupil.

Role of Teacher Showing Through Chart

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┌─────────────────────────────────────────┐
│   After the Method of Instructions        │
│                                           │
└─────────────────────────────────────────┘
        ┌─────────────────────────────────────────┐
        │  Encourage Assistance and Cooperation     │
        │                                           │
        └─────────────────────────────────────────┘
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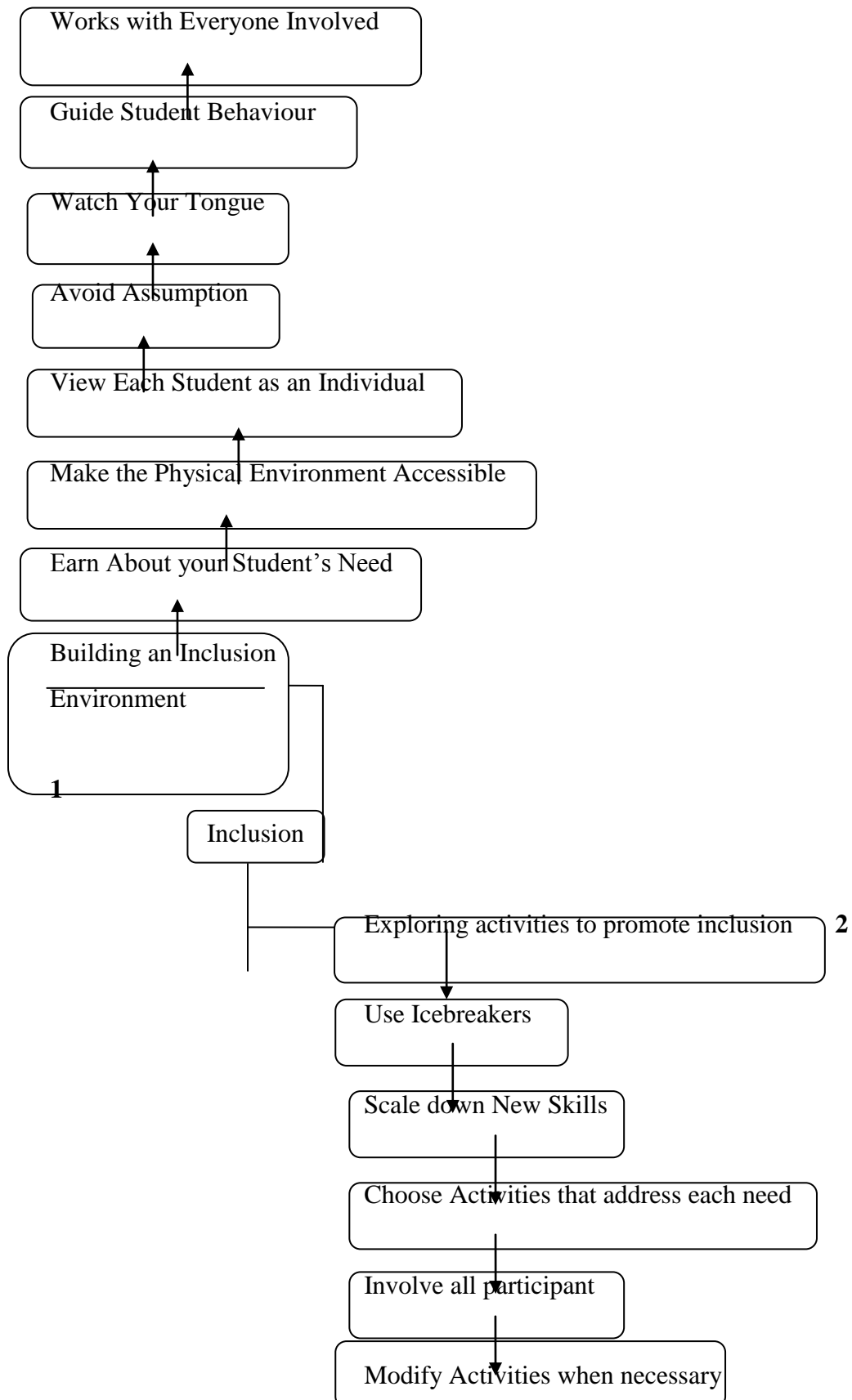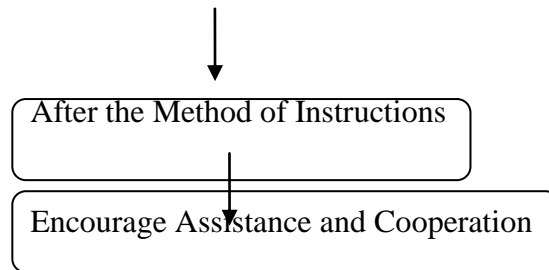
Teachers role in classroom divided in two parts. Which deals with students need –

A) Building an Inclusive Environment

B) Explorating the Activities to Promote Inclusion

A) Building an Inclusive Environment

1. Learn about your Students Needs

   Get to know each student one-on-one your classroom may include students who have same disability and student who have none and specific disabilities may vary among student who face them. To promote an inclusive environment, you will need to know which needs exist and must be met. Keep in mind that no two disabled students are the same. Some disabilities exists on a spectrum and others are extremely complex.

2. Make the Physical Environment accessible

   You will need to use the right tools if you want to meet the needs of students in your classroom. A physical environment that is same how "off limit" to some of your students will make it impossible for those students to learner fell welcome.

   The exact tools will vary passed on students needs. For instance students with vision impairments may need materials in large print or Braille. Those with speech impediments may benefit from speech synthesizers.

   Same students will have needs that are immediately obvious for instance, some autistic students may have a sensitivity to light and sound, so rooms with soft light and minimal noise create a preferred learning environment.

3. View each student as an individual

   Unfortunately even well-meaning individuals can end up labeling disabled students by their disabilities instead of fixating on the things your students cannot do focus on your student's abilities and individual accomplishments.

   Viewing disabled students with pity or guilt does not empower them instead, you may accidently send the message that they are less capable or less whole.

4. Avoid Assumptions

Mean spirited assumptions aren't they only hazardous ones to watch out for in fact, well-intended assumptions can be just as damaging and might be harder to prevent.

5.   Watch your tongue

Language is important when creating the right attitude. As a general rule, use language that affirms the identity of each student while avoiding language that is considered dero galory or language that otherwise focuses on the disability instead of the individual.

Refer to disabilities in simple language free from emotional judgments. In other words, instead of saying that someone "suffers from" or is "crippled by" a given disability. It would be better to simply state that they are "a person with" that disability.

For instance, it you or another student says "see you later" to a bund student; it is best not to point out the awkwardness of such a phrase unless the bund student indicates that they are upset by the remark.

6.   Guide Student Behaviour

As the instructor, you must guide non-disabled students in your classroom as they interact with their disabled peers. Encourage a positive and looperative attitude among all classmates under your care.

Pay attention to your own blases and pre-conceptions, then correct those errors as soon as possible. You will serve as a role model to your students and poor behavior you demonstrate will be taught to them.

7.   Work with Everyone Involved

In most cases will be actively involved in the care and education of the disabled students in your classroom. Work directly with these guardians. Counselors and advisers when addressing those student needs.

Discuss your student's need with their guardians you may have insight to share with them and they will almost certainly have insight to share with you.

 B) Exploarating the Activities to Promote Inclusion

   1. Use Icebreakers

   Good icebreaker activities will allow student to introduce themselves to one another in a non-threatening manner. Through these activities, students can relate to the similarities they share and appreciate the differences between them more offectively as a result.

Don't force people to speak or remember long strings of information as they may be an access barrier. Allow people to use alternative communication and avoid games that involve memorizing fact about people.

2. Scale Down New Skill

When introducing new material to students, break it down into smaller pieces and teach the skill step-by-step doing so many make it seem less overwhelming and more accessible to everyone.

3. Choose activities that address each need

Build some of your lesson plans so that they include activities and techniques that specifically address the various needs of disabled students in your classroom.

For deaf or hard of hearing students you may need to provide written instruction for each activity and include activities that rely on seses other than hearing.

4. Involve all Participants

Make sure that the lessons you teach address all students in your classroom, including those who have disabilities and those who do not. A classroom that caters only to students with disabilities is not truly inclusive since it neglect the needs of those without.

5. Modify when Activities when Necessary

Observe the result of each activity and lesson. Prepare yourself to make change on an "as needed" basis. Make sure that you alter activities in ways that make them more effective while preserving the integrity of the overall student.

Consider reducing the number of items each student must teamor complete during an assignment to better match students abilities.

6. After the Method of Instruction

In same instances, you may need to change the way you approach instruction and evaluation within the classroom. This too, should be done only on an "as needed" basis.

Consider changing the way that instruction is delivered during lessons try different visual aids, auditory aids and hands on activities.

7. Encourage Assistance and Cooperation

Include activities that encourage students with disabilities and those without disabilities to work together. Both group of students should be able to help one another.

Conclusion

From the above study teacher playing a vital role to involve the each and every student is classroom. Abled and disabled students are going to learn class activities parelalelly in classroom. Teachers accountability to involve the students in class activity. He is promoter, helper and scientist also. When he decide to something may be change through me. It is possible. Teacher want to create inclusion environment in classroom and for it. The exploring activities to pronote inclusion.

When the classroom activities are create happiness in student. It make true education is given.

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POLICIES AND PROVISIONS FOR QUALITY INCLUSION IN INDIA

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Abstract

The central and state governments in India have formulated several policies over the years for children with disabilities to help them enter mainstream schools. This paper aims to look at the development of the concept of inclusion and the changes that have taken place in the educational practises in Indian schools from segregation to inclusion. It will also outline the various policies developed around children with special needs to bring about quality inclusion in education. It addresses some challenges against implementation of inclusive education and possible suggestions to tackle the challenges.

Keywords: Segregation, Integration, Inclusion, Children with Special Needs, Concept of inclusion

Introduction

Inclusive education practise in schools and classrooms has become a new teaching approach not only all over the world but in Indian schools as well. The education practises in India has shown a shift from segregated system of education, to integrated system and most recently inclusive education practise (Sanjeev, K., & Kumar, K. 2007).

Segregated education is when children with certain learning disabilities or difficulties are placed with children with similar needs. Special schools or institutions are made for children with special needs (CWSN). The students receive different curriculum and assessments as compared to the mainstream students which result in their separation from the society and various areas of life. Integration is where students with disabilities are placed with non-disabled children under the same roof. However, the teaching approach is still the same -"one size fits all" where the learners must adapt and not the schools. The onus of assimilation within the pre-existing structures, attitudes and learning environment is on the students and not on the teachers or schools (Fredickson and Cline 2002). Inclusive education like integration accommodates children with special needs in the mainstream school but the onus is on the schools to change their culture, practises, policies so that they can respond to the diverse needs of the students in their classrooms. Inclusive education means that all children, irrespective of their ability level are included in the mainstream school or in the least restrictive environment (LRE) and the students of all ability levels are taught as equals where

the curriculum and teaching methodologies are accommodated according to the needs of every child in the classroom (Fredickson and Cline 2002).

There is a lot of research that shows that inclusive education decreases the number of drop-out rates, increase retention, have higher level of achievement and both the special needs and the child with non-disability develop appropriate modes of socially acceptable behaviour. Also, teachers in such schools tend to collaborate with each other and continue their professional development, learn new techniques from one another and use wider range of creative strategies to meet the needs of all children in the classroom (Angela Kohama, 2012)

The concept of Inclusion

The concept of inclusion was adopted during the World Conference on Special Needs Education held in Salamanca, Spain in 1994. It agreed upon a statement that inclusive education practise would be the norm towards educating disabled children. The statement commits towards Education for all and recognises the need and urgency to include education for all children, young people and adults within regular education system. It states that "those with special educational needs must have access to regular schools which should accommodate them within child centred pedagogy capable of meeting these needs". The Framework for Action stated that ordinary schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. It calls upon all government to envision development of special needs education as an integral part of the education by providing budgetary priority, adopt inclusive education as a policy or a law, provide initial and in-service training to teachers to create awareness of special needs of children (Salamanca Statement, Spain 1994). India being a signatory of the Salamanca Statement, a comprehensive action plan for the Inclusive Education of Children and Youth with Disabilities (IECYD) was formulated in 2005. This plan is a move away from integration to inclusion. The plan aims to include children with disabilities in mainstream schools. To enable this the government in collaboration with Rehabilitation Council and the National Council for Teacher's Education will ensure that there are adequate number of teachers trained in inclusive education and make all the schools in the country disabled friendly by 2020 by providing physical and ideological infrastructure to facilitate inclusion in Schools (Sanjeev, K., & Kumar, K. ,2007).

Emergence of Inclusion in India

The culture of providing separate education to CWSN in India dates back in the 1800's when the first school for the deaf and blind was started in 1883 and 1887 respectively. There was a

rapid expansion of such schools and their number rose to around 3000 by the year 2000. However, as their numbers increased, the schools started facing problems as they were not cost effective and lacked outreach in the rural areas (Sanjeev, K., & Kumar, K. ,2007).

Realising the need to improve the education system, the Government of India created the Kothari Commission in 1964 to develop a plan of action. The plan in the Kothari commission included people with disabilities. It suggested a step towards integrated system of education by developing educational facilities and enrolling mentally and physically handicapped children in regular schools. However, the Government of India never implemented the plan of action recommended by the Kothari commission (Kohama, Angela, 2012).

The Ministry of Welfare in December 1974 launched a first integrated scheme called the Integrated Education for Disabled Children (IEDC). This scheme envisaged integration of children with "mild" and moderate learning difficulty with the general community. However due to the dearth of trained educators, educational material and failure of co-ordination between various educational departments this scheme fell short of its objectives. One advantage of this scheme was that it created awareness on the importance of integrating CSWN in the mainstream education (Chadda, 2003).

The National Policy on Education (NPE) was introduced in 1986 which stated that children with "mild" disability should be included in mainstream schools whereas students with "moderate to severe" disabilities are to be placed in segregated schools and upon achievement of basic living skills they can be mainstreamed. The scheme was not launched until 1992 when the Plan of Action (POA) was created. It broadens the definition of who can be included in mainstream schools by stating that "a child with a disability who can be educated in the general school should not be in the special school." (National Policy on Education (PoA),1992).

Meanwhile Project Integrated Education for the Disabled (PIED) was launched by the combined effort of the Ministry of Human Resource Development (MHRD) and UNICEF in 1987.The main aim of the scheme was to strengthen the integration of learners with disabilities into mainstream schools. There was a provision made in the scheme to promote teacher training in special needs. This scheme encouraged a cluster of schools rather than individual schools to enrol children with disabilities. This approach was an improvement over other special needs policies as it looked at universalizing education of children with disabilities. It was seen that there was a greater retention of disabled children in the schools, increase in the enrolment of learners with severe disability and their performance at par with

that of the non-disabled children. However, the scheme was only implemented only in 10 Indian states out of 29 and only 3% to 4% children with disabilities were integrated in regular schools. PIED was later merged with District Primary Education Program (DPEP) and Sarva Shikshan Abihiyan (SSA) (Limaye Sandhya 2016).

In 1997, for the first time the philosophy of inclusion was included in District Primary Education Programme (DPEP) and it aimed towards Universalization of Primary Education. This scheme addresses the issues such as identification of barriers that limit the access of disabled children towards education. It has adopted a child centred pedagogy where learning opportunities are tailored to the needs of the students. The guidelines in DPEP clearly states that "DPEP will fund interventions for primary school going children with integrable and mild to moderate disabilities". So far DPEP has supported in-service teacher training, resource support, provision of educational aids, appliances and removal of architectural support, conducted surveys and assessment camps and evolved strategies to provide support to children enrolled in DPEP schools.(Sanjeev, K., & Kumar, K. ,2007).

The Rehabilitation Council Act, 1992 (RCI Act), The Person with Disabilities (Equal opportunities, Protection of Rights and Full Participation)Act, 1995 (PWD Act) and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities,1999 are regarded as most important legislative acts regarding improvement in educational conditions (Limaye Sandhya 2016).The RCI Act provides standards for rehabilitation of professionals in special education. This act makes it mandatory for teachers in special education to have a license and should be registered with a council. Failure to do so will result in one-year imprisonment or fine up-to Rs.1000 or both. The PWD Act covers a wide range of topics from education to jobs to building designs. The National Trust aims at providing care to persons with mental retardation and cerebral palsy and manage the properties bequeathed to the trust. (NCERT, 2011)

The Sarva Shiksha Abhiyan (SSA) launched in 2000 in collaboration with the World Bank aims towards Universalization of Elementary Education and is a disability – inclusive program. The main aspect of the scheme is access, enrolment and retention by adopting zero-rejection policy and converging with various schemes and programmes such as DPEP and PIED. The goal of SSA is to universalize education between age of 6-14 years and ensure that every child irrespective of the kind, category and degree of disability is provided meaningful and quality education. The goal is not reached yet but it continues to run (Kohama, Angela 2012).

In 2008, the government of India reformed the IEDC scheme to Inclusive Education of the Disabled at the Secondary Stage (IEDSS) and it came into effect since April 1st, 2009. The aim of the scheme was to enable children with disability who have completed their eight year of elementary education to continue their education at the secondary stage in an inclusive environment in mainstream schools. (Kohama, Angela 2012).

Policies around Special Education in India are inclined towards inclusion. From the Kothari commission, to the IEDSS launched in 2008 the policies claim to provide inclusive education, however not all policies are inclusive. They tend to discriminate against the children with "severe disability" such as the IEDC and NPE. It is also important to note that there is a great uncertainty in the definition of inclusion. Even though the policies endorse the principle of inclusion, the provisions in the policy prioritise enrolment and retention over defining how an inclusive classroom system and practise should look like. It does not define inclusion practise as stated by Fredickson and Cline 2002, the one which I am inclined to agree upon. Despite existence of these policies, outreach and implementation remains inadequate due to which needs of children with disabilities is not met.

Challenges to implement Inclusive practises

Even though the key word in India's education policy is inclusion, there is a vast difference between the law and its implementation. It is seen that majority of schools lack either counsellors or qualified special needs teacher, even if the schools have special learners which is contradictory to the Rehabilitation Council Act,1992 (Deepa, 2006).

According to Smith (2006) based on a report of school ministers, and inspectors in the United Kingdom , "continuous professional development of the teachers and teaching assistants is vital to improve their knowledge and skills to meet the needs of students with disabilities. Many studies have shown that there is a severe shortage of qualified teachers in the field of special needs. 70 % of teachers who taught in an inclusive setting in mainstream schools had neither received a training nor had previous experience teaching special needs children where as 87% of teachers did not have support services in the classrooms (Das, Kuyini and Desai, 2013).

Some of the other key barriers in implementing inclusive education is inadequate/ inappropriate curriculum, lack of pedagogical understanding among teachers about inclusion, and political, physical and economic barriers.

The policies fail to be binding on the institutions who refuse to admit children with disability as they do not list any legal repercussions for the institutions. Therefore this results in failure

of implementation of policies like IECYD formulated on the ideology of the Salamanca Act that special education should be prioritised by making it into a law and SSA endorsing zero-rejection policy.

Unequal distribution of special needs schools in urban and rural areas is another reason for the limited outreach of the policies. The National Census states that only 11% of children with disabilities in the age group of 5 - 18 from urban areas (less than 1% in rural areas) were enrolled in special schools, while 55% adults were illiterate (59% from rural and 40% urban) whereas only 7% from rural and 18% from urban areas completed secondary education. This points out to the fact that services for disabled are more concentrated in the urban than rural areas (Kalyanpur, 2008).

Another key challenge is to make citizens aware of the policies around special needs education. Parents are unaware about the policies, facilities and benefits they can avail for their disabled child. Due to inadequate counselling, parents make their child change schools often, or believe that they cannot be educated like non-disabled children or more so exclude them from education completely. These factors prohibit the children with disability from benefiting from the policies made for them.

Recommendations

If inclusive education practise is to be made into reality it is very necessary, that the Government of India brings about collaboration between various ministries and departments of education. A reliable system of monitoring is necessary to assess the success and failure of the policies. Developing pre-service training courses that involve pedagogical understanding of the students of all ability levels and not just disabled children. Encouraging continued professional development of in-service teaching and other school staff to increase awareness about the benefits of inclusion. Encouraging research in creative inclusive teaching strategies and developing a forum for teachers to share their classroom practises. Making schools disabled-friendly so that children with disabilities can be included as equal members in their school. One of the important challenges is making the curriculum inclusive by modifying it so that it is appropriate for the students of all ability levels.

Conclusion: Government of India is trying to improve its education system focusing on inclusive practise as seen from the policies developed since Independence. The educational system has changed a lot in the last few decades since Independence. While doing so we have challenged commonly held beliefs and developed a new set of expectations. Inclusive approach in our education system is the right way to build an inclusive society. A good

inclusive system is the one that allows every child no matter the severity or the type of disability to participate in all aspects of education. To fulfil this vision of "Education for All' it becomes imperative for the government to focus more on creating awareness around special needs education and sharing success stories on inclusive education practises. Once the negative attitudes towards the disabled and their education are assuaged from the society, the implementation of the policies will reach a new success. A famous Indian Scholar Jangira writes " I would like to see the distinction between the words like 'special education,' 'regular education,' and 'inclusive education' disappear. The practice in these movements will be absorbed into the world 'education'.

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THE ROLE OF COMPUTER IN THE DEVELOPMENT OF EDUCATION

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Abstract

Human communities are witnessing a revolution in the scientific and technological developments of the early twenty-first century in the fields of science, telecommunications and space. This has made the whole world more like a small village that has no road connections as earlier. The remote sensors that are used in space, recording every single item on earth. The information networks that have brought about a huge amount of information and made it available in the hands of all people on the earth. It what has made this amount of information as something essential in the life of human being and their conservation in a luxurious life. This also has given us opportunity to manage many of the educational phenomena that may happen and exploit this information for the sake of the community. For example the innovation of the computer is used in many fields of life including Education, accounting, multimedia, business Management, Entertainment and Games.

Introduction:

The computer is considered as one of the necessities of this time. It is a very difficult task to do without. This is due to the great role that is played in the life of man, the many benefits that he has learned, the many tasks assigned to him and the fields in which he entered. It is also used in data processing, archiving and retrieval. It is also widely used in communications. It is possible to connect multiple computers at the same time, and to connect between them. Without using the computer, it is not possible to connect to the Internet.

The computer has entered the various aspects of life, in many fields, and has had a very large impact on many people, and one of the most important areas to which the computer entered the importance and became part of education, where the computer entered the field of collective education organized at various stages, The computer is one of the educational materials that are taught to students of schools and universities in different stages of education. This is considered one of the most learned materials in the education system. It is useful to inform students about the history of the computer, its equipment and its parts, and teach them how to use it. This paper also eliminates computer ignorance among students and contributes to its proper use. The computer is used in educational administration, In addition

to the educational process in schools and universities, and in the process of organizing the affairs of educational institutions; it is also used in the educational process. It is used in teaching and explaining. The computer is used to solve many of the problems that may face the educational process. The computer is used in the preparation of exams and then printed in order to be presented to the students in a coordinated and orderly manner. The computer is considered a storehouse or a repository of information. It is used in many school and university libraries. It is widely used and when the teacher informs his students of the much information that has been stored in it, and is also related to the course he is teaching.

Objectives of the Study:

Most contemporary educational trends call for many trends, including increasing interest in the integration of computer-based teaching aids in education and the use of advanced interactive techniques such as multimedia and virtual reality:

1- Perform many difficult experiments through simulation programs.

2 - Approximation abstract theoretical concepts.

3 - Exercise and practice programs have proven to be effective in helping students memorize the meanings of words.

4 - Educational games have proved very effective in helping the disabled mentally.

5 - Computer provides students with immediate correction at every stage of the work.

6 - The computer allows the student to catch up with the program without great difficulties and without errors.

7 - Computer-assisted learning is characterized by the nature of adaptation to students' abilities.

8 - Development of mental skills in students.

9 - The ability to create intellectual environments that stimulate the student to explore topics that are not in the curriculum.

10 - Ability to connect or transfer information from the main information center to other locations.

11 - The learner can use the computer at the right time and place.

12 - The computer has the ability to store information and answers learners and their reactions.

13 - Repeated submission of information.

Uses of the Computer in Education:

The use of computers in education can be divided into three main branches:

1 - Computer educational material:

It is used as a guide for computer literacy or awareness. Or used as syllabus for teachers. Or as syllabus for the preparation of specialists in computer science.

2 - Computer in the educational administration:

It is used in statistics and analysis. It is used in financial affairs. It is used in school administration. It is used in calendar and exams. It is used in libraries.

3 - Computer aids in the educational process:

It is used in explanation and dumping. Used in exercise and practice. In educational dialogue, in problem solving, and used in modeling, simulation and educational games.

Challenges of using computers in education:

Some of the most Challenges and issues regarding the use of computers in education include:

1. Cost.

2 - Difficulty to maintain investment in the field of computer.

3. Lack of competencies.

Findings:

1-Erase the computer literacy of the learner and make him a computer literate.

2-Training the learner to use the computer in solving the problems that face in his life.

3- Provide advanced skills for the outstanding learner in the field of computer.

4-Make the learner well suited to the basic requirements of software applications.

Conclusion: The computer helps students to learn and assimilate. It is used in teaching and explaining. Students are given the element of suspense and excitement. The computer stimulates the students. To education without grumbling and boredom, and love them with educational material. Achieving Collaboration Modern computer technologies play an important role in enhancing students' ability to collaborate. Teachers can use them to promote teamwork by connecting students with other students around the world. Examples include so-called messaging friends; Students can communicate and work with other students who live in different areas. Teachers can also encourage classroom collaboration by dividing students into groups and providing them with various forms of technology; that is, not to limit the use of technology to communicate with students and others. Enhancing participation and interaction The use of technology in explaining lessons increases student interaction, and can also increase the enthusiasm of students who are not normally involved in the classroom, making them more enthusiastic about sharing and interacting in class, using technology such as graphics and fun games. It helps in learning, reduces student-related boredom, facilitates

learning for many children, and when the child feels comfortable and confident in what he learns and how he learns, making him more willing to engage and interact with the lesson. Education Computer-based technologies can develop interaction between teachers and students, often leading to a development and improvement in the learning process. In this regard, Professor of Psychology Andy Tomarken says that if students see that their teacher does much to promote student education, and that technology is changing the way in which they are taught, because teachers believe in the great impact of technology on teaching, as Professor Margaret Smithey emphasizes the importance of using technology in education. To teach and support students' learning. Enriching knowledge the use of computers and the Internet allows students to access information immediately and to provide a more detailed explanation of subjects than the explanation in textbooks. The use of the Internet in the classroom process gives teachers the opportunity to make their students aware on a topic, while directing students to find information from the correct and reliable sources. This is an additional advantage that a student learns to assess the quality of information found online.

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"POLICIES AND PRACTICES FOR BETTER LEARNING, INCLUSION AND EQUITY IN EDUCATION" INNOVATION FOR BETTER LEARNING

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Abstract

Innovation is important in every field. This is as true in the field of education as it is anywhere else. Here I would like to illustrate the importance of innovation and the use of technology has in the field of education and also list the new methods already in use in this field.

Innovation can be defined as "production or adoption, assimilation & exploitation of a value added novelty in an economic & social sphere." Or simply put, it is the application of a new idea, new imagination or creative thought in the form of device or method. It has a special relevance to the field of education. Education, is one of those fields that has been undergoing constant change and upgradation as and how new discoveries are made in the field of Human Psychology and Information Technology. There is a drastic change in the way lessons are taught in a class room to the extent that today's classroom would be unrecognizable from a classroom say, five decades ago.

Today there are many different innovative methods that are used to teach in today's classroom, for example, experimental method, story-telling method, role- playing, field visits, etc to name just a few. These new methods provide a break from the normal, monotonous teaching style that was prevalent in the earlier decades, thereby adding spice to the student's learning experience, and engaging his curiosity and interest in the relevant subjects that he is learning. Use of Information Technology in teaching is also a new development in the field of teaching. While earlier the teachers used the blackboard and chalk as his main mediums for teaching, it is today common to enter a classroom and find the teachers using PowerPoint presentations in the class. Today the students have access to recorded classroom lessons, which help them to access their lessons anytime, anywhere at the touch of a button. All of these are examples of innovations that have radically changed the sphere of education in a relatively short period of time. Therefore it is important for

Educators to always keep themselves updated and constantly on the lookout for more innovative methods and researches that are constantly being conducted.

Use of such innovations in teaching helps the student assimilate and understand the lessons better and helps him better understand how these theories actually look when put into practice. An example of innovative learning methods is use of audio-visual aids, and the use of technology in teaching, at a Primary level, suppose in a classroom a teacher is teaching the students about the types of rocks, in the earlier classroom, the teacher would probably try to draw the picture of the rocks on the blackboard, and explain to the students orally the different types of rocks. All orally, without any other visual aids. This would most probably, to an uninterested student be the most boring set of babble he ever heard. But today, with the use of innovative methods like using videos, and PPT presentations, and other audio visual aids, the teacher will be able to make the lesson so interesting that it would engage the interest of the most uninterested student in the class. Not only that these aids will also leave an indelible mark on the student, as he is actually seeing the processes that lead to the formation of rocks, and the different types of rocks himself, and this most definitely helps him better understand and remember the lesson.This is not the only use of technology in classroom., for example, did you know that South Korea is now experimenting with the use of robots in the classroom? This is in an effort to make learning more fun and interesting for the children. Today even Smartphone and I-pads are used in teaching so that students can themselves look up information on the subject that is being taught, and the teacher are also able to make the study material more interesting, and more accessible to the students through these methods, as students will be easily able to access the notes and reference material used by their teachers, and also be able to share their own notes and get their doubts cleared by their teachers at anytime through such shared platforms. Such methods also reduce the time wasted in the laborious process of dictating and taking down the notes in class room, thus freeing up more time that can be dedicated to the actual process of learning. The creation of 3D labs in schools is another example of the innovative use of technology in the learning. It is a commonly known fact that children love playing with 3D games and movies. Now what if this method is used to teach instead of just entertain? This use of 3D technology to teach is called 3D learning.

Use of technology also helps teachers to come up with individualized learning methods for their students. It is common to see a one size fits all approach being taken will require you to go thn when teaching in a classroom. But that is often found to be ineffective,

as each student is different from another and might have different educational needs. Any teacher will attest to the fact that in any class there are some students who do not need as much attention from the teacher, while there are some that will need you to go that extra mile for them to understand what is being taught. So using a one size fits all approach will only cause discontent. This is where technology comes in. it helps teachers make individualized study material for students depending on their individual needs and thereby cater to the needs of the students better, the students too are better able to grasp the lessons as they each can learn at their own pace and not have to either slow themselves down, or struggle to catch up to someone else's pace

Another example of innovative method is called Field Visits. Suppose the students are being taught about sugar production in class, while explaining to them about the processes involved in sugar production will give them the necessary information, it might not stick. While taking them to an actual sugar factory, and letting them see the actual processes will help the in better understanding the processes and retain the information being imparted. It will also help them in actually gaining more understanding, as they will be able to interact directly with experts, and clear any doubts that may arise during the visit. Though this method will have to be used in moderation, as it impractical to organize field visits for each and every topic that may warrant its use.

In conclusion, the field of education is one of constant unmitigated churn. It will constantly keep changing, as humanity keeps learning more about itself and the world around it. Therefore, it is always necessary for an Educator to keep himself continuously updated about the researches being conducted, and innovations being made in the field of learning. One may be regularly required to revise ideas that one has begun to take for granted as being true, as and how new research sheds light on human learning mechanism and psychology. But it does not mean that he totally repudiate the traditional methods of teaching, as they too have their relevance, and form the foundation on which new and more innovative methods of teaching are formed, and therefore must never be forgotten, but revisited and be improved upon with the use of new information that is more and more being made available to us.

VIEWS OF THE SECONDARY SCHOOL TEACHERS TOWARDS USE OF INFORMATION AND TECHNOLOGY FOR BETTER LEARNING: A SURVEY STUDY

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Abstract

Information and communication Technologies (ICT) has been utilize in all sector and the field of education is no exemption. ICT is a boon to the learners who can enrich themselves according to their interest, attitude, aptitude, pace of learning etc. In the educational institutions, utilization of ICT differs from & institution to institution. Based on this, the opinion of the teacher trainees towards the potential of the ICT differs. The aim of the present investigation was to find out the level of opinion of the teacher trainees towards the utilization of ICT in classroom instructions and learning in Teacher Training Institutes opinion scale was administered on 100 teacher trainees studying in two teacher training institutes. The collected data was put and statistical analysis like Mean, SD and 'T' test. Which have revealed the varied results.

In today's world, ICT is a ubiquitous component of our life. Most of the things we use incorporate ICT. What is ICT ? simply put, it stands for information and communication Technologies. It can be defined as "anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment." Today ICT and "e-learning" have become important concepts in primary, secondary and tertiary education. In the context of education ICT could include different types of hardware and software. ICT includes computers, digital cameras and digital video cameras;

Creativity and communication software and tools; the internet, telephones, fax machines, mobile telephones, tape recorder, interactive stories, simulated environments, and computer games, programmable toys and "Control" technologies, video conferencing technologies and closed circuit television, data projects, electronic whiteboards and more.

ICT goat developed as a new subject in the filed of education for the last few years. Computer plays a key role in education. Learning through computer is an interesting affair students are getting novel experiences from this technology. Nowadays computer education

has become the essential part of education system. It has been introduced at each level of schooling of course, the main objective of computer education in the initial school stage is basic computer literacy. Computer is no longer restricted to science and engineering fields ; it has become the right hand of each modern citizen, who needs basic computer literacy.

Internet is a network of many computers to which every network is connected with a modem which can exchange data and information with another network. These modems are under the control of internet service provider. Information available on the web can be accessed, read, downloaded and printed by computers connected to the internet.

Need for the study -

The teaching - learning process has been greatly influenced by rapid advances in ICT. This is an important and essential method for achieving sustainability. ICT will help in enabling better and in creased access to information. ICT is likely to bring about substantial changes in the society. The development in the application and dissemination of knowledge and information through technology has been changing the demands in education. As the investigators wanted to find out the Opinion towards information and communication technologies among secondary teachers.

Objectives :

The main objectives are the following -

1)   To measure the level of opinion towards ICT among the secondary school teacher.

2)   To find out the significant difference between the mean values of level of opinion towards ICT among male teachers and female teachers.

Tool Used -

Investigators constructed a tool an the opinion towards ICT among secondary teachers consisting of 30 items with four point scale such as strongly Agree, Agree, Disagree and strongly disagree.

Sample -

Investigators randomly selected 50 secondary school teacher from chinchwad area.

Nature of the Study -

It is a survey Research, as the investigators aimed to study views of the secondary school teachers towards ICT.

Data Analysis -

Different statistical techniques such as mean, standard Deviation (SD) and 't' test were used to analyze the data. The following table should the mean and SD of girls and boys and science and Arts group Teacher Trainees on the level of opinion towards ICT.

Table - 1 Mean and SD of the school teacher ICT.

Sr.No.	Components		N	Mean %	SD
1	Total		50	88.83	7.48
2	Gender				
		Male	12	89.06	7.75
		Female	38	86.11	9.45

From table 1 it is revealed that the average Mean score of the opinion towards ICT score was 88.83 which shows the total as well as components such as gender, group have positive opinion of ICT among Secondary school teacher. Moreover the minimum score is 89.06 and the maximum score is 86.11. This reveals the positive opinion of ICT among Secondary school teachers.

Table - 2 Mean and SD of the male and Female school teachers.

Sr. No.	Dimension	Gender	Mean	SD	't' test	Remarks
1	Total	Male	89.06	7.75	1.71	N.S
		Female	86.11	9.45		
2	Computer	Male	31.86	2.74	1.02	N.S
		Female	31.30	2.69		
3	Power Point Presentation	Male	29.08	3.18	3.05	S
		Female	31.00	3.19		
4	Internet	Male	28.88	3.64	0.09	N.S.
		Female	28.94	2.71		

Note:- N.S. = No Significance , S = Significance

Table 2 shows that there is no significant difference at 5% level in the Mean scores among the male and female school teachers on the level of opinion towards ICT in secondary school teachers with Various dimensions such as computer, Power-Point Presentation and Internet. In the power point Presentation female school teachers have significant higher Mean score of opinion towards ICT Hence except power point presentation the stated Null Hypothesis that there is no significant difference between Mean scores of the opinion towards ICT among the male and female school teachers is accepted.

Findings -

1. Significant Positive opinion was observed among the secondary school teachers towards ITC with various dimensions such as Computer, PowerPoint Presentation and Internet.

2. Female teachers show high positive significant difference in the PowerPoint Presentation of Opinion towards ICT than their counterparts.

Educational Implications :-

1) The result of the study shows that the opinion of the secondary school teachers towards ICT is high in general. Hence the usages of ICT must be increased to develop their practical knowledge of computer, PowerPoint Presentation and Internet.

2) All secondary schools must be heightened in such a way that theory and practical aspect of ICT Programmes of high quality are provided.

3) More Information Technologies are to be incorporated in Teaching Learning strategies and Teacher Training strategies.

4) The Teacher educators in teacher Training Institutes are to be well trained in all ICT and other Instructional strategies.

5) Proper orientation and refresher training must be provided periodically to provided up - to - date information in Teacher Education.

6) The government must ensure proper training to maintain all the modern instruments of educational Technology. By implementing all the above suggestion, certainly the quality of education will be improved into new era of ICT.

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समावेशक शिक्षणात शिक्षकाची भूमिका

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राष्ट्राचा विकास हा वर्गखोल्यांमधून घडत आहे या विधानाप्रमाणे राष्ट्रविकासात बालकाचा विकास अत्यंत महत्वपूर्ण आहे. सामान्य बालकांबरोबरच भारतातील प्रत्येक अपंग मूल, अपंग व्यक्ती ही मानवी संपत्ती असून या संपत्तीची काळजी घेणे महत्वाचे ठरते. अपंग/दिव्यांग बालकांना ओळखून त्यांच्या समस्या, अडचणी, त्यांच्यात असणारे गुण, बलस्थाने, कमतरता या सर्वांचा विचार करून जीवन जगण्यास समर्थ बनविण्यासाठी, आत्मनिर्भर बनून समाजाच्या मुख्य प्रवाहात आणण्यासाठी त्यांना सामान्य वर्गात शिक्षण मिळणे आवश्यक आहे. म्हणूनच प्रत्येक अपंग मुलाला त्याच्या गरजेनुसार, आवडीनुसार आपल्याच मित्र मैत्रिणींबरोबर, आपल्या बरोबरीच्या मुलांबरोबर सामान्य वर्गातील शैक्षणिक उपक्रमात घेण्याचा, शिकण्याचा अधिकार आहे. त्यामुळेच सामान्य मुलांबरोबर विशेष गरजा असणाऱ्यांना शिक्षणाची संधी सर्वसमावेशक शिक्षणात देण्यात आलेली आहे.

'विविधता' हे भारतीय समाजाचे प्रमुख वैशिष्टय आहे. भारतात वंश, धर्म, जाती, जमाती, भाषा, रंग, आर्थिक स्थिती, बोली, चालीरिती, अशा कित्येक बाबतीत विविधता आहे. तरीही भारतीय समाज एकसंध पहावयास मिळतो. वर्गातील प्रत्येक बालकांत विविध प्रकारचे भेद आहेत. संपादन पातळी, भाषिक ज्ञान, बुध्दीमत्ता, संप्रेषण कौशल्य, शारीरिक विकास, कारक कौशल्य, आरोग्य, ज्ञानेंद्रियाची क्षमता आणि इतरही विभिन्नता बालकांमध्ये आढळते. यामध्ये जे भेद फार मोठे अथवा तीव्र नाहीत असे विद्यार्थी सहजपणे सामान्य वर्गात सामावून जातात. परंतु भेद जर तीव्र स्वरूपाचे असतील तर सामान्य वर्गातील नेहमीचा अभ्यासक्रम, अध्यापन पध्दती, मूल्यमापन यांच्याशी जुळवून घेणे अशा बालकांना कठिण जाते व अध्ययनात अडथळे निर्माण होऊ शकतात. अशा प्रकारच्या बालकांच्या विविध गरजांच्या पूर्ततेसाठी शिक्षकाची भूमिका अत्यंत महत्वपूर्ण आहे.

सामान्य वर्गात शिक्षक, मित्र, मार्गदेशक, सुलभक, अनुदेशक, तत्त्वज्ञ म्हणून काम करत असतो. पण सर्वसमावेशक वर्गात या भूमिकांशिवाय वेगळ्या भूमिका त्याला पार पाडाव्या लागतात. प्रामुख्याने विशेष गरजा असलेल्या बालकाला समजावून घेणे, त्याच्या क्षमतेप्रमाणे त्याला विकासाच्या संधी देणे त्याच्या नुसार सुक्ष्म गुणांना वाव देऊन त्याला सृजनात्मक बनविणे, त्यासाठी पालकांचे सहकार्य घेणे, समाजातील इतर घटकांना या बालकाच्या विकासासाठी सामावून घेणे, त्याला समाजात आत्मनिर्भरपणे जगण्यासाठीचा आत्मविश्वास निर्माण करणे या भूमिका शिक्षकाला समावेशक वर्गात प्राधान्याने पार पाडाव्या लागतात.

समावेशक शिक्षण संकल्पना

बर्टिन यांच्या मते, 'समावेशक शिक्षण म्हणजे भिन्नतांना प्रतिसाद देणे, अपरिचित आवाज ऐकणे, मुक्त व स्वीकारात्मक दृष्टीकोन ठेवणे, सर्वांना सक्षम बनविणे व भिन्नतांना प्रतिष्ठा प्राप्त करून देणे.'

समावेशक शिक्षण म्हणजे स्थानिक शाळांच्या माध्यमातून विद्यार्थ्यांचा विविध संस्कृती, निरनिराळे अभ्यासक्रम आणि समुदाय जीवन यातील सहभाग वाढविण्याची प्रक्रिया.

सर्वांना सहभागी करून घेणारे शिक्षण म्हणजे सर्वसमावेशक शिक्षण होय.

बारटन (१९९७) —

'समावेशक शिक्षण हे विशेष गरजा असणाऱ्या बालकांना फक्त सामान्य शाळेत दाखल करण्याशी संबंधीत नसून ते बालकांना अधिक प्रभावशाली पध्दतीने शिक्षण देण्याच्या परिस्थितीशी संबंधीत आहे.'

बिमैन आणि वॉलमैन

समावेशक शिक्षण ते शिक्षण आहे जे बालकांच्या वाढत्या विभिन्नतचा विचार करते.
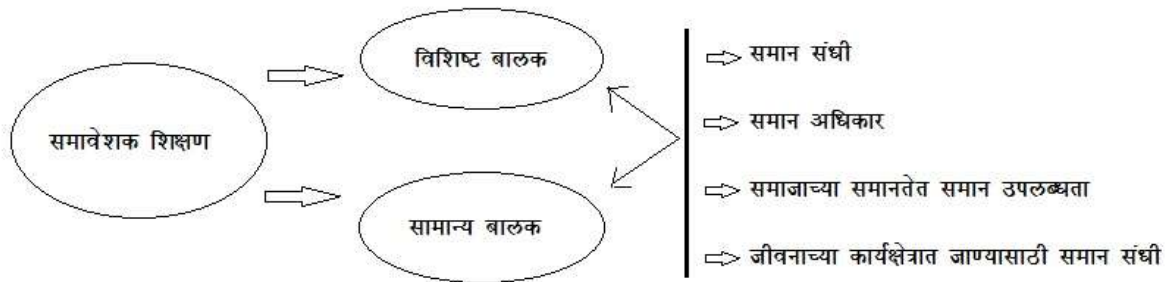
समावेशनाच्या दृष्टीकोनातून शिक्षण प्रणालीतील समस्या / आव्हाने

१. अक्षम असणारी बालके

२. विविध क्षमता असणारी बालके

३. बालकांची भिन्नता

४. बालकांच्या विविध विशेष गरजा

५. विशेष साधनांची कमतरता

६. विशेष वर्गवातारणाचा अभाव

७. विशेष शिक्षकांची उपलब्धता नसणे

८. बालकांचा प्रतिसाद

९. ताठर शिक्षण प्रणाली

१०. ताठर अभ्यासक्रम

११. ठरविक अध्यापन पध्दती

१२. पालकांचा समावेश कमी

१३. अध्ययन अध्यापन साहित्याची कमतरता

१४. प्रशिक्षण वर्गाचा अभाव

सर्वसमावेशक शिक्षणात शिक्षकाची भूमिका

१. विशेष बालक ओळखणे

सर्वप्रथम शिक्षकाला विशेष बालक ओळखता आले पाहिजे. तसेच ते विशेष बालक कोणत्या प्रकारात मोडते हे पाहून त्या बालकाला कोणत्या सोयी सुविधा देता येतील याची माहिती शिक्षकाने ठेवणे आवश्यक आहे. त्या बालकाच्या विशेष गरजांचा परिचय शिक्षकाने करून घेतला पाहिजे.

२. विशेष क्षमता असणाऱ्या बालकांच्या गरजांची पूर्ती करणे

विशेष क्षमता असणाऱ्या बालकांच्या गरजा ही विशेष व भिन्न भिन्न असतात. या बालकांच्या गरजांच्या पूर्तीसाठी शैक्षणिक भौतिक साधने तयार करणे गरजेचे असते. अशी साधने शिक्षकाला तयार करता आली पाहिजे. विशेष गरजा असणाऱ्या बालकांची प्रगती करण्यासाठी अभ्यासक्रमात योग्य ते बदल करावेत.

३. सर्वसमावेशक शिक्षणासाठी शिक्षक क्षमता विकसन

सद्यस्थितीत शिक्षणाची आव्हाने इतकी विस्तारली आहेत की फक्त पारंपारिक ज्ञान व कौशल्यावर अवलंबून राहणे पर्याप्त नाही. विविध क्षमता असणाऱ्या विद्यार्थ्यांसाठी सर्वसमावेशक वर्गात स्वतःची भूमिका उत्तमरित्या निभावण्यासाठी अद्ययावत ज्ञान आणि कौशल्ये शिकणे गरजेचे आहे. एक सुलभक म्हणून विशेष मुलांना येणाऱ्या समस्या सुलभपणे हाताळण्याचे कौशल्य शिक्षकांनी आत्मसात करावे. आधुनिक तंत्रज्ञानाचा वापर, योग्य निर्णयक्षमता, वर्गव्यवस्थापन, सर्व व्यावसायिक क्षमता, अनुदेशनाच्या

नवनवीन पध्दती, अध्यापनाची तंत्रे व पध्दती अशा अनेक क्षमता सर्वसमावेशक शिक्षकाने आत्मसात कराव्यात.

४. क्षमता विकास आणि प्रशिक्षणाची गरज

विभिन्न गरजा असणाऱ्या बालकांना सर्वसमाावेशित वर्गात सामावून त्यांचा विकास करण्याच्या दृष्टीने शिक्षकांना विविध क्षमता विकसित करण्यासाठी प्रशिक्षण महत्त्वपूर्ण भूमिका बजावते. सेवापूर्व प्रशिक्षणात त्यांनी मिळविलेल्या विविध क्षमता व कौशल्याचा वापर शिक्षक करणारच आहे. परंतु बदलत्या अभ्यासक्रमानुसार समाजाच्या व विद्यार्थ्यांच्या गरजेनुसार व आव्हानात्मक विद्यार्थ्यांच्या कसोटीला खरे उतरण्यासाठी विविध सेवांतर्गत प्रशिक्षणाची गरज शिक्षकाला आहे. त्या उपक्रमातून त्यांनी ती क्षमता व कौशल्य विकास करून भावी पिढी विकसित करण्यासाठी सज्ज रहावे.

५. समावेशक अनुदेशन पध्दतीचा वापर

स्मावेशक शिक्षणाचा व्यापक अर्थ लक्षात घेतला तर शाळेतील वर्गात खूप विविधता असणारे विद्यार्थी एकत्रित शिकत असतात. त्यात शारीरिक, ज्ञानेंद्रिय विषयक अक्षमता असणारे बौध्दिकदृष्टया भिन्नता असणारे असतील. एखादा विद्यार्थी वाचन अथवा गणन अक्षमता असणारा तर काही सांस्कृतिक व भावनिक दृष्टया भिन्न असणारे, तर काही वंचित गटातील विद्यार्थी ही प्रज्ञावान तसेच सामान्य संपादन असणाऱ्या विद्यार्थ्यांबरोबर शिकत असतात.

सर्वसाधारणपणे कोणताही शिक्षक एक सामान्य विद्यार्थी डोळयासमोर ठेवून विशिष्ट पारंपारिक पध्दतीने शिकवतो. मात्र असे केल्यास अध्ययनात अडथळे अथवा अडचणी निर्माण होऊ शकतात. विशेष अध्ययन गरजा असणाऱ्या विद्यार्थ्यांना अध्ययनास सहाय्य करताना शिक्षकांनी विविध अनुदेशन पध्दती व कार्यनिर्मितीचा वापर करावा. समावेशक शिक्षण यशस्वी होण्यासाठी शिक्षकांनी खालील महत्वपूर्ण कार्यनीती वापराव्यात.

१. उपचारात्मक अध्यापन

२. सांघिक अध्यापन

३. मित्र प्रणाली

४. संमिश्र अध्ययन

५. अध्यापन प्रतिमानाचा वापर

६. तंत्रज्ञानाच्या सहाय्याने अध्ययन अध्यापन

७. संकल्पना चित्रणाचा वापर

८. अभ्यासपूरक व अभ्यासेतर उपक्रमाद्वारे अध्ययन

९. विशेष बालकांसाठी त्यांच्या गरजेनुसार अनुदेशन

६. सर्वसमावेशक वर्गअध्यापन

सर्व विद्यार्थ्यांना एकच समान अध्ययन अनुभव मिळण्याच्या दृष्टीने शिक्षकांनी विद्यार्थ्यांच्या विविध क्षमतांमधील व अध्ययन शैलीतील फरक समजून घेतले पाहिजेत. या तंत्राला भेदाभेद तंत्र संबोधण्यात येते. यानुसार वर्गात अनेक प्रकारचे बदल करून शिक्षण सुलभ करण्याच्या दृष्टीने शिक्षकाने वर्गव्यवस्थापन करणे गरजेचे आहे. संशोधनातून हे सिध्द झाले की, विविध अध्ययन गरजा असणाऱ्यांसाठी अध्ययन अध्यापनाचे प्रभावी नियोजन, साधनांचे व्यवस्थापन, वेळेचे व्यवस्थापन, सकारात्मक वातावरण निर्मिती, विविध पूरक सहाय्यक प्रणालीचे संघटन, अभ्यासक्रम रचना, वर्गअनुदेशन, यांसारख्या विविध गोष्टींचे व्यवस्थापन, विविध गरजा असणाऱ्या विद्यार्थ्यांसाठी शिक्षकाने केल्यास सर्वसमावेशक वर्गव्यवस्थापन होऊन विद्यार्थी हा अध्ययनासाठी निश्चित प्रेरक होईल.

७. संघटन

फ्रेंड आणि कुक (२०१०) यांनी स्पष्ट केले की गटकार्य किंवा संघटन ही अशी आंतरक्रियात्मक प्रक्रिया आहे जी सामान्यपणे निर्माण झालेल्या समस्यांच्या संदर्भात नाविन्यपूर्ण उपाय देण्यासाठी व्यक्तींना तयार करते. वर्गातील वाढत जाणाऱ्या विभिन्नतेमुळे नियमित वर्गशिक्षकांना विशेष शिक्षक, मनोवैज्ञानिक, भाषाशिक्षक, भाषा चिकित्सक, व्यावसायिक तज्ञ, फिजिओथेरपिस्ट, मनोरंजक थेरपिस्ट इ. ची मदत शिक्षक व पालक या दोघांनी विद्यार्थ्यांच्या प्रगतीसाठी घेणे आवश्यक आहे. शिक्षक, शेजारील शाळेतील सहयोगी शिक्षक, पालक अपंगत्व आणि निर्देशक सहायक यांच्या संयुक्त प्रयत्नांमुळेच सर्वसमावेशक कार्यक्रमांची यशस्वीता वाढणार आहे.

८. गटनिर्मितीतून अध्ययन

सामान्य विद्यार्थ्यांबरोबर विशेष क्षमता असणाऱ्या विद्यार्थ्यांचे अध्ययन प्रभावीपणे घडून आणण्याची सर्वात प्रभावी पध्दत म्हणजे गटातून अध्ययन, गटातील अध्ययनात विद्यार्थ्यांचा सहभाग महत्वाचा असतो. गटामध्ये उच्च संपादन क्षमता असणाऱ्या विद्यार्थ्यांबरोबर कमी संपादन क्षमता असणारे विद्यार्थी संघटितरित्या अध्ययनाचे कार्य केल्याने कोणत्याही घटकाचे अध्ययन हे सुलभ होते. सर्व समावेशीत वर्गात वर्तनसुधारणा, गणितीय कार्यप्रदर्शन, वाचन क्षमता आणि सामाजिक आंतरक्रिया प्रभावी करण्यासाठी गटअध्ययन हे परिणामकारक ठरते.

९. यशस्वी समावेशनासाठी सहाय्यक तंत्रज्ञानाचा वापर

विभिन्न गरजा असणाऱ्या विद्यार्थ्यांसाठी अनुदेशनाचे नियोजन करताना तंत्रज्ञानाची साधने हे एक महत्वाचे साधन ठरते. चांगल्या अनुदेशनाबरोबरच विद्यार्थ्यांना अध्ययनासाठी स्वावलंबी बनविण्यासाठीही ते उपयुक्त ठरते. विद्यार्थ्यांच्या विशेष गरजा पूर्ण करण्यासाठी त्यांना अध्ययनात

व्यस्त ठेवण्यासाठी तंत्रज्ञान हे सहाय्यभूत ठरते. अध्ययनातील अडथळे दूर करण्यासाठी तंत्रज्ञान हे वरदान ठरते. उदा. या तंत्रज्ञानात text to speech, OCR(Optical character recognition, talking books, writing tools, organizational software, on screen word blanks, voice recognition) अशा कितीतरी सहाय्यभूत आधाराचा समावेश होतो.

१०. सामान्य वर्गात विशेष विद्यार्थ्यांच्या समावेशनासंदर्भात शिक्षकाची भूमिका

विद्यार्थ्यांच्या अक्षमतेचा प्रकार व त्याचा पूर्व इतिहास शिक्षकाला माहिती असावा. अशा विद्यार्थ्यांचा सर्व वर्गाला परिचय करून द्यावा. अशा विद्यार्थ्यांशी सामान्य मुलांनी कसे वागावे हे त्यांना समजावून सांगावे. विद्यार्थ्यांच्या अक्षमतेनुसार शैक्षणिक साधने व उपकरणे पुरवावीत. उदा. अंधांसाठी ब्रेल लिपीतील साहित्य, टेपरेकॉर्डर, कर्णबधीरांसाठी श्रवणयंत्र, सोप्या भाषेतील पुस्तके, चित्रमय पुस्तके हाताळण्यासाठी वस्तू इ. विद्यार्थ्यांच्या गरजेनुसार शैक्षणिक साहित्य तयार करावे. उदा. कृतिपत्रिका, तक्ते, व्यक्तीगत शिक्षण योजनेतील साहित्य इ. या मुलांना सतत प्रोत्साहित करावे, प्रेरणा द्यावी, त्यांच्या अडीअडचणी समजावून घ्याव्यात. शैक्षणिक कार्यक्रमात विद्यार्थ्यांना त्यांच्या कुवतीनुसार समाविष्ट करून घ्यावे. उदा. सांस्कृतिक कार्यक्रम, स्नेहसंमेलन, सहल. विशेष गरजा असणाऱ्या मुलांच्या उणीवांकडे दुर्लक्ष करावे. सामान्य विद्यार्थ्यांच्या सहकार्याने त्यांच्या समावेशनासाठी विविध उपक्रमांचे आयोजन करावे. वर्गात विशेष वातावरण निर्माण करून या मुलांचा आत्मविश्वास वाढवावा. आत्मसन्मान जागृत करावा. ज्यायोगे ते दैनंदिन जीवनात सहज, यशस्वीपणू जगू शकतील असे पहावे.

११. समावेशक वर्गातील सामान्य विद्यार्थ्यांसंदर्भात शिक्षकांची भूमिका

समावेशक वर्गातील सामान्य विद्यार्थ्यांचा विशेष विद्यार्थ्यांकडे बघण्याचा दृष्टीकोन शिक्षकांनी बदलणे आवश्यक आहे. सामान्य विद्यार्थी अपंग विद्यार्थी, दृष्टीदोष असणारे विद्यार्थी, कर्णदोष असणारे विद्यार्थी यांची चेष्टा करतात, खोडया काढतात, विशिष्ट नावाने त्यांना संबोधतात, ज्यांमुळे विशेष गरजा असणाऱ्या विद्यार्थ्यांचे मानसिक खच्चीकरण होते, त्यांचा आत्मविश्वास खालावतो, त्यांच्यात न्युनगंड निर्माण होतो. म्हणून शिक्षकांनी विशेष गरजा असणाऱ्या विद्यार्थ्यांच्या समस्या, त्याची कारणे याची सामान्य विद्यार्थ्यांना जाणीव करून द्यावी. विशेष गरजा असणाऱ्या विद्यार्थ्यांना कोणतेही कार्य करताना कोणत्या अडचणींनी सामोरे जावे लागते याचा सामान्य विद्यार्थ्यांना परिचय करून द्यावा. त्यासाठी तद्नुभूती घेण्यासाठी त्यांना भाग पाडावे. सामान्य विद्यार्थ्यांना विशेष विद्यार्थ्यांना मदत करण्यास सांगावे. वर्गात सामान्य विद्यार्थ्याशेजारी विशेष गरज असणारे विद्यार्थी बसवावे. सामान्य विद्यार्थ्यांच्या मनात विशेष गरजा असणाऱ्या बालकांबद्दल प्रेमभाव, आदरभाव निर्माण होईल अशी सामान्य विद्यार्थ्यांची मानसिकता तयार करावी.

१२. पालकांच्या बाबतीत शिक्षकांची भूमिका

विशेष गरजा असणारा विद्यार्थी वर्गात असेल तर त्या विद्यार्थ्यांच पालक आणि शिक्षक यांच्यात माहितीची देवाण घेवाण होणे आवश्यक आहे. त्यासाठी शिक्षकाने वारंवार पालकसभा घेऊन विद्यार्थ्यांच्या प्रगतीची माहिती पालकांना द्यावी. पालकांकडून सहकार्याची अपेक्षा करावी. विद्यार्थ्यांचा जीवन इतिहास पालकांकडून जाणून घ्यावा. विद्यार्थ्यांच्या शैक्षणिक प्रगतीसाठी, सामाजिकीकरणासाठी, कौशल्यप्राप्तीसाठी पालकांनी पाल्याशी कसे वागावे याबाबत मार्गदर्शन करावे. विशेष गरजा असणारे बालक आपल्या पोटी जन्माला आले म्हणून पालक नशिबाला दोष देतात, बालकाच्या गरजांकडे दुर्लक्ष करतात अशा वेळी शिक्षकानं पालकांचे प्रबोधन करावे आणि अक्षमता / अपंगत्वाची शास्त्रीय माहिती पालकांना द्यावी. अक्षम बालकांचा स्वीकार करण्यासाठी पालकांची मानसिकता तयार करावी. पालकांच उद्बोधन होईल अशा कार्यशाळेचे आयोजन करावे. त्यासंदर्भात तज्ञांची व्याख्याने आयोजित करावीत. पालकांचेही समुपदेशन करावे. सर्वसामान्य मुलांचे पालक व विशेष गरजा असणाऱ्या मुलांचे पालक यांचे आधारगट तयार करावे व दोन्ही गटातील पालकांमध्ये सुसंवाद स्थापन व्हावा म्हणून सहली, खेळ, कार्यशाळा, व्याख्याने यांचे आयोजन करावे. यातून दोन्ही मुलांच्या पालकात सहजभाव निर्माण होईल, विशेष गरजा असणाऱ्या पालकांचे दुःख कमी होईल व सामान्य पालकांचा सामाजिक दृष्टीकोन वाढीस लागेल.

१३. मूल्यमापनाच्या दृष्टीने शिक्षकांची भूमिका

अध्ययन अक्षमता असणाऱ्या बालकांच्या गरजेप्रमाणे मूल्यमापन योजना लवचिक असावी. प्रश्नपत्रिकेचे स्वरूप वेगळे असावे, परीक्षा/मूल्यमापन करण्याच्या पध्दती सुध्दा वेगळ्या असाव्यात. अक्षमता असणाऱ्या विद्यार्थ्यांसाठी परीक्षेत वेळ जास्त द्यावा. यातील काही विद्यार्थी विचार व्यक्त करू शकत नाहीत, सुसंगत लिहू शकत नाहीत अशा विद्यार्थ्यांसाठी जास्तीत जास्त वस्तुनिष्ठ प्रश्नांचा समावेश असावा. काही वेळा विद्यार्थ्यांना उत्तर लिहिण्याचा केलेला प्रयत्न पाहून जास्त गुण द्यावेत. ज्या विद्यार्थ्यांना लेखी उत्तरे देण्यात अडचणी येतात अशा विद्यार्थ्यांसाठी लेखनिक पुरवावा, तोंडी प्रश्नांवर भर द्यावा. प्रात्यक्षिक कार्यावर भर द्यावा. उत्तरे आठवण्यासाठी काही वेळा सूचकांचा वापर करावा. सामान्य, हुशार विद्यार्थ्यांना मदत करण्यास सांगावे. किमान कौशल्य विकासावर भर द्यावा. उत्तराप्रत येण्यास प्रोत्साहित करावे, विद्यार्थी नेमके उत्तर देऊ शकले नाही तरी त्यांनी केलेल्या प्रतिसादाच्या प्रयत्नासाठीसुध्दा गुण द्यावेत. मूल्यमापनानंतर पालकांशी चर्चा करून मुलांबाबत पुढील निर्णय व धोरण आखावे.

१४. विशेष मुलांच्या समाज स्वीकृतीसाठी शिक्षकांची भूमिका

विविध सामाजिक उपक्रम जसे खेळ, स्पर्धा, स्नेहसंमेलन यात या मुलांना सहभागी करावे, समाजातील विविध ठिकाणे जसे बागा, प्रदर्शन, संग्रहालये, मंडई अशा ठिकाणी विशेष मुलांना

घेऊन जावे. विशेष बालकांना लागणारे साहित्य लोकप्रतिनिधी, उद्योजक यांच्याकडून मिळवावे. जनजागृती करावी. त्यासाठी चित्रे, घोषवाक्य, पथनाटय, बोधपट आयोजित करावेत, यावर चर्चा घडवून आणाव्यात. विद्यार्थ्यांच्या पुनर्वसनासाठी समाजजागृती करावी.

१५. अपंगत्वानुसार शिक्षकाची बदलती भूमिका

वर्गात विविध प्रकारच्या अक्षमता/दोष असणारी मुले असणार आहेत, प्रत्येक विद्यार्थ्यांच्या अपंगत्वानुसार शिक्षकाची भूमिका बदलती असणार आहे. प्रत्येक अक्षम विद्यार्थ्याला शिकवताना आवश्यक अशा कौशल्याचा वापर शिक्षकाला आपल्या अध्यापनात करावा लागणार आहे. अंध विद्यार्थ्याला शिकविताना स्पर्श पध्दतीचा वापर करावा लागेल. कृती करून घ्यावी लागेल. कृती पध्दतीचा वापर करावा लागेल. कर्णबधीरांना शिकविताना खुणांची पध्दत शिकावी लागेल व वापरावी लागेल. मोठयाने वाचन, करपल्लवी, या पध्दतींचा अध्यापनात वापर करावा लागेल. अध्ययन अक्षम विद्यार्थ्यांना त्यांच्या गरजेनुसार शिकवावे लागेल. गतीमंद, मतीमंद मुलांना शिकविताना धीराने, संयमाने आणि सहनशीलतेने शिकवावे लागेल. म्हणजेच प्रत्येकाच्या विशेष गरजेनुसार शिक्षकांची भूमिका बदलती राहिल.

समारोप

सर्वसमावेशक शिक्षणासाठी शिक्षणाच्या सर्वच स्तरावर सेवापूर्व आणि सेवांतर्गत शिक्षण घेऊन विविध व्यावसायिक क्षमता, कौशल्ये, तंत्रे आत्मसात करून, आधुनिक तंत्रज्ञान वापराची कला शिकून, गटअध्ययन, मित्र वर्तुळ, उपचारात्मक अध्यापन यासारख्या कार्यनीतीचा वापर करून शिक्षकांना अनुभवसंपन्न होता येणार आहे. विशेष गरजा असलेल्या बालकांचा सुयोग्य विकास होण्यासाठी सामान्य मुलांबरोबरच त्यांना शिक्षणात सामावून घेणे ही एक मानवी हक्काची जागतीक स्तरावरील चळवळ बनली आहे. एकाकी शाळांमधून सुरू झालेला हा प्रवास आता सर्वसमावेशक शिक्षणावर येऊन ठेपला आहे. सर्वसमावेशक शिक्षणाचे कार्य पार पाडण्यासाठी शिक्षकांना प्रयत्नांची पराकाष्ठा करावी लागणार आहे यात शंका नाही.

औरंगाबाद जिल्ह्यातील इयत्तापाचवीच्याविद्यार्थ्यांच्यागणित विषय संपादणूकवृद्धी साठी कृतीकार्यक्रमाचे विकसन व परिणामकारकता

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$\boxed{\textit{Abstract}}$

इयत्ता पाचवीच्या विद्यार्थ्यांच्या गणित विषयातील अध्य यनसाम्पादनुकवृद्धी साठी कृ ती कार्यक्रम तयार करून त्याची परिणामकारकता अभ्यासणे हे या अभ्यासाचे प्रमुखउद्दिष्ट असून "एक दृष्टीक्षेप"यासारांशावर आधारित"सोपी पद्धत गणिताची " या कृतीकार्यक्रमामुळे विद्यार्थ्यांच्या संम्पाद्नुकीवर परिणाम होत नाही ही परिकल्पना यासंशोधनासाठी निश्चित केली आहे .औरंगाबाद जिल्ह्यातील मराठी माध्यमाच्या पाचव्या वर्गात शिकणाऱ्या ४२ शाळातील १२१२ विध्यार्थ्यांचा पायाभूत चाचणी साठी तर कृती कार्यक्रम अंमलबजावणीसाठी ४२ शाळा पैकी १४ शाळातील ४४९ विद्यार्थ्यांची न्यादर्शात   निवड केली .उत्तर चाचणी साठी ४४९ पैकी ४३५ विध्यार्थी ज्यांची संपादणूक ४०%   पेक्षा कमी आहे अथवा ज्या शाळेतील जास्तीत जास्त विद्यार्थ्यांना पूर्व चाचणीत शून्य गुण मिळाले अशा विद्यार्थ्यांची निवड केली   . ४२ गणित शिक्षक व मुलाखतीसाठी   २१० विद्यार्थी यांची न्यादर्शात निवड   केली. संशोधकाने स्वतः तयार करून तज्ञाकडून प्रमाणित करून घेतलेली पूर्व व उत्तर चाचणी   (समांतर चाचणी) माहिती संकलनासाठी वापरली .संख्याज्ञान ,संख्येवरील क्रिया ,भूमिती व अपूर्णांक या क्षेत्रावर आधारित २६ प्रश्नांचा समावेश ५० गुणांच्या या अध्ययन संपादणूक चाचणीत केला   आहे. तसेच शिक्षक प्रश्नावली व विद्यार्थी मुलाखत प्रश्नावली या साधनांचा वापरही माहिती संकलना साठी केला.   t परीक्षिकेच्याआधारे   पूर्व व उत्तर चाचणीतील गुणांच्या म ध्यमानातील फरकाची सार्थकता ०.०५ सार्थकता स्तरावर ठरविली   . "एक दृष्टीक्षेप" या सारांशावरून सोपी पद्धत गणिताची या कृती कार्यक्रमा द्वारे वि द्यार्थ्यांना एकूण ३५ दिवस अतिरिक्त पूरक मार्गदर्शन केले   असता विद्यार्थ्यांच्या गणित विषयातील चारही क्षेत्रातील   संम्पाद्णुकीत लक्षणीय वृद्धी दिसून आली .

महत्वाचे संबोध :अध्ययन संपादणूक वृद्धी ,कृतिकार्यक्रम

प्रस्तावना:

व्यक्ती ही सातत्याने शिकत असते .जिज्ञासेतून स्वतःकृती करून नवीन ज्ञान आत्मसात करत असते. स्वतः चे ज्ञान स्वतः निर्माण करण्यासाठी सक्षम बनविणे हाच ज्ञान रचना वादाचा हेतू डोळ्यासमोर ठेवून अध्ययन अनुभवांची योजनाकरावीव आनंददायी विद्यार्थी केंद्री शिक्षणाची प्रक्रिया असावी असे ncf २००५ मध्ये

स्पष्ट केले आहे . १९८६ च्या राष्ट्रीय शैक्षणिक धोरणातहीबाल् केंद्रित शिक्षण यावर भर दिला आहे.गणित विषयाच्या माध्यमातून व्यक्तीची सामाजिक, बौद्धिक विकास होणे, तर्क शुद्ध विचार प्रक्रियेचा विकास, तसेच गणितीय दृष्टिकोनाचा विकास होणे अपेक्षित आहे. अशीच रचना गणिताच्या पाठ्याक्रमाची केलेली आहे.

महाराष्ट्र शासनाने २०१३-१४ या कालावधीत SLASची अंमलबजावणी केली या सर्वेक्षणानुसार औरंगाबाद जिल्ह्याची गणित विषयातील पाचवीच्या विद्यार्थ्यांचीसंपादणूक ३४.७८ %इतकी राज्यात सर्वात कमी दिसून आली .ही संपादणूक कमी असण्यामागील कारणांचा शोध घेवून एकूणच गुणवत्तेचा दर्जा सुधारण्यासाठी विशेष प्रयत्नांची आवश्यकता यामुळे निर्माण झाली . १०० % विद्यार्थ्यांची ७५% पेक्षा जास्त संपादणूक हे उद्दिष्ट साध्य करण्यासाठी ,व अप्रगत विद्यार्थ्यांना प्रगत करणे यासाठी कृती कार्यक्रम तयार करून याद्वारे विद्यार्थी संपादनुकीत असणारे अडथळे दूर करावे या उद्देशाने हे संशोधन हाती घेण्यात आले.गुणवत्तापूर्ण शिक्षणाचे स्वप्न साकार करणे साठी हे संशोधन महत्वाचे ठरते . प्रगत शैक्षणिक महाराष्ट्र कार्यक्रमा अंतर्गत गणित विषय संपादणूक वृद्धीसाठी विशेष प्रयत्नाची गरज सांगितली आहे. गणित विषय आपल्या दैनंदिन जीवनात महत्वाचा असून शालेय अभ्यासक्रमातील त्याचे स्थानही महत्वाचे आहे.

प्राथमिक शिक्षण अभ्यासक्रम २०१२ मध्ये पाचवी गणित पाठ्यक्रमात भूमिती ,संख्याज्ञान,संख्येवरील क्रिया, बीजगणित , अपूर्णांक ,माहितीचे व्यवस्थापन व आकृतिबंध या क्षेत्रांचा समावेश असून समानतेचे तत्व, सामावेशकतेचे तत्व ,सर्वांगीण विकास,ताणविरहीत अध्ययन, बालस्नेही मूल्यमापन ,श्रमप्रतिष्ठा या मुल्यांचा समावेश आहे .तरीही अध्ययन अध्यापन प्रक्रियेत अडचणी येतात व परिणामस्वरूप संपादणूक पातळी खालावते. सा.सं.मूल्यमापन(२०१०)नुसार पाठ्यांश व मूल्यमापनाची साधने यांची सांगड घालून अध्ययन- अध्यापन प्रक्रियेतवापरले तर अध्ययन सुलभ होते व संपादणूक वृद्धी करणे शक्य होवू शकते . मंगला नारळीकर यांनी गणित गप्पा मध्ये कोडे , चित्र, संवाद या माध्यमातून मनोरंजक रीतीने गणिताची तत्वे मांडून गुणवत्ता वाढी साठी महत्वाचे पाउल उचलले आहे .मुक्त खेळ ,आंतरक्रिया ,नियम शोध ,रूपांतरण,संकेतनिर्मिती ,संबोध गुणविशेषांचा शोध ,औपचारिक विचार पद्धती या आधारे शिक्षकांनी वर्गात ABL ला प्राधान्य दिले,अध्ययन अनुभवांची रचना करून कृती युक्त अध्ययनाला संधी दिली तर गणित विषय संपादणूक निश्चितसुधारू शकते .

संशोधनाची व्याप्ती :

औरंगाबाद जिल्ह्यातील सर्व तालुक्यांतील इयत्ता पाचवीचा वर्ग असणाऱ्या शाळा व या वर्गत शिकणाऱ्या विद्यार्थ्यांचा समावेश या संशोधनात केला आहे.

मराठी माध्यमाच्याशाळांचाच समावेश संशिध्रात केला आहे.

इयत्ता पाचवीच्या विद्यार्थ्यांच्या गणित विषयातील संपादणूकीचाअभ्यास केला आहे.

गणित पाठ्यक्रमातील भूमिती,   संख्याज्ञान,संख्येवरील क्रिया ,व अपूर्णांक या क्षेत्रातील साम्पादनुकीचा

अभ्यास या संशोधनात केला आहे.

तसेच पाठ्यपुस्तकातील भाग १ मधील सर्व प्रकरणांचा विचार यामध्ये केला आहे.

हे संशोधन वर्ष २०१५ -१६ मध्ये पूर्ण करण्यात आले.

संशोधनाची मर्यादा :

प्रस्तुत संशोधन हे औरंगाबाद जिल्ह्यातील मराठी माध्यमाच्या पाचवीच्या विद्यार्थ्या पुरते मर्यादित आहे.

हा अभ्यास गणित विषयातील भूमिती   ,संख्याज्ञान,संख्येवरील क्रिया   ,अपूर्णांक या क्षेत्रातील

संपादणूकितील वृद्धी पुरते मर्यादित आहे.

सोपी पद्धत गणिताची या पुस्तिकेच्या साह्याने अतिरिक्त पूरक मार्गदर्शन यापुरते मर्यादित आहे.

समस्या विधान :

औरंगाबाद जिल्ह्यातील पाचवीच्या विद्यार्थ्यां च्या गणित विषय संपादणूकवृद्धीसाठी कृ   तिकार्यक्रमाचे विकसन करून त्याची परिणामकारकता तपासणे .

उद्दिष्टे:

*पाचवीतील विद्यार्थ्यांच्या गणित विषयातील संपादणूकवृद्धी मध्ये येणाऱ्या आव्हानांचा शोध घेणे .

*संपादणूकवृद्धीसाठी कृतिकार्यक्रमाचे (सोपी पद्धत गणिताची ,शिक्षकांसाठी) विकसन करणे .

कृतिकार्यक्रमाची अंमलबजावणीनंतर परिणामकारकता तपासणे .

परिकल्पना:

इयत्ता पाचवीच्या विध्यार्थांच्या गणितविषयसंपादणूकवृद्धीसाठी राबविलेल्या "सोपी पद्धत गणिताची" या कृतिकार्यक्रमामुळे विध्यार्थांच्या गणितविषयसंपादणूकीवर परिणाम होत नाही.

संशोधनाची कार्यपद्धती :

प्रयोगीक पद्धतीने हे संशोधन वर्ष २०१५-१६ मध्ये पूर्ण करण्यात आले.

प्रायोगिकअभिकल्प:या अभ्यासासाठी एकल गट पूर्व व उत्तर कसोटी अभिकल्प वापरला.

न्यादर्श: जनसंख्ये तून न्यादर्शची निवड खालील प्रमाणे केली.

अ.क्र.	पूर्वचाचणी		कृतियोजना अमलबजावणी		उत्तरचाचणी		शिक्षक
	शाळा	विध्यार्थी संख्या	शाळा	विध्यार्थी संख्या	शाळा	विध्यार्थी संख्या	
१	४२	१२१२	१४	४४९	१४	४३५	४२

माहिती संकलनाची साधने: माहिती संकलनासाठी खालील साधनाचा वापर केला.

१.अध्ययन संपादणूक चाचणी गणित (पूर्व व उत्तर चाचणी):

अ.क्र.	क्षेत्र	प्रश्नप्रकार		प्रश्नसंख्या	गुण	भारांश
		वस्तूनिष्ठ	लागुत्तरी			
१	संख्याज्ञान	५	२	०७	११	२२%
२	संख्येवरील क्रिया	३	४	०७	१५	३०%
३	भूमिती	४	३	०७	१३	२६%
४	अपूर्णांक	२	३	०५	११	२२%
एकूण		१४	१२	२६	५०	१००%

२. विद्यार्थी मुलाखत प्रश्नावली : यामध्ये ९ प्रश्नांचा समावेश असून ज्या विद्यार्थ्यांना पूर्व चाचणीत ४०%पेक्षा कमी गुण मिळाले अशा ४२ शाळातील प्रत्येकी ५ विद्यार्थ्यांची मुलाखत घेतली .

३. शिक्षक प्रश्नावली :यामध्ये चार विभागात(प्राथमिक विभाग, शैक्षणिक व व्यावसाईक पात्रता ,अध्यापन विषयक माहिती ,विद्यार्थी मूल्यमापन व शिक्षकांचा दृष्टीकोन) एकूण ३२ प्रश्नांचा समावेश केला .

संख्याशास्त्रीय तंत्रे:

या अभ्यासासाठी शेकडेवारी व t –परीक्षिकेचा वापर पूर्व व उत्तर चाचणीतील गुणांच्या मध्यमानाची तुलना करून माहितीचे विश्लेषण करण्यासाठी केला .

कृतियोजना विकसन :

पाचवीच्या पाठ्यक्रमातील संख्याज्ञान (८), संख्येवरील क्रिया (८),भूमिती(१२),अपूर्णांक(७),या चार क्षेत्रातील एकूण ३५क्षमतांवर आधारित विद्यार्थ्यासामोरील ४१ आव्हानांचा विचार करून "एक दृष्टीक्षेप "ही सारांश पुस्तिका तयार केली .यामध्ये वेळ,तासिका,कृती /खेळ यांचे ३५ दिवसांचे व ३४ घड्याळी तासिकांचे नियोजन केले. या नियोजनानुसार कृती वर्गात कशाप्रकारे घ्यायच्या,साहित्य कसे हाताळायचे ,कसे तयार करायचे या साठी"सोपी पद्धत गणिताची "(शिक्षकांसाठी)ही पुस्तिका गणित शिकविणाऱ्या शिक्षकांच्या मदतीने तयार केली .

या पुस्तिकेच्या आधारे औरंगाबाद जिल्ह्यातील ६ तालुक्यातील १४ शाळात कृतियोज नेची अंमलबजावणी केली. ज्या शाळांची पाचव्या वर्गाची संपादणूक पूर्वचाचणीत ४०%च्या खाली आहे अथवा ज्या वर्गात शून्य गुण मिळविणाऱ्या विद्यार्थ्यांची संख्या सर्वात जास्त आहे अशा १४ शाळा अंमलबजावणीसाठी निवडल्या. दिनांक२ फेब्रुवारी२०१६ ते ८ मार्च २०१६ या कालावधीत कृतियोजना अंमलबजावणी केली.

माहितीचे विश्लेषण व अर्थनिर्वचन:

कृतियोजना राबविल्यानंतर उत्तर चाचणी घेवून पूर्व व उत्तर चाचणीतील क्षेत्रनिहाय गुणांची प्रश्न निहाय नोंद घेतली व माहितीचे तालीकीकर ण केले . t परीक्षिके च्या आधारे क्षेत्रनिहायगुणांच्यामध्यनातील फरकाची ०.०५ या स्तरावर सार्थकता ठरविली. तसेच ज्या क्षमतेत/आव्हानात जास्तीत जास्त विद्यार्थ्यांना शून्य गुण मिळाले याची नोंद घेवून शेकडेवारी च्या आधारे पूर्व व उत्तरचाचणीतील शून्य गुण मिळविणाऱ्या विद्यार्थी संख्येनुसार प्रगती केलेली विद्यार्थीसंख्या ठरविली.

तक्ता क्र. ०१:

इयत्ता पाचवीच्या विद्यार्थ्यांच्याक्षेत्रनिहाय संपादणूकिच्यामध्यमानातील फरकाची सार्थकता दर्शक तक्ता

अ.क्र.	क्षेत्र	तपशील	मध्यमान	N	प्रमाणविचलन	t चे मूल्य	P	०.०५ स्तरावर सार्थकता
१	संख्याज्ञान	पूर्व चाचणी	४.०१	४३५	२.१८१	१९.१६०	०.०००१	सार्थक
		उत्तर चाचणी	७.१५	४३५	३.५१			
२	संख्येवरील क्रिया	पूर्व चाचणी	३.००	४३५	२०९५४	१४.८०२	०.०००१	सार्थक
		उत्तर चाचणी	६.२३	४३५	४.३३१			
३	भूमिती	पूर्व चाचणी	३.५४	४३५	२.५६३	१७.३८४	०.०००१	सार्थक
		उत्तर चाचणी	६.४१	४३५	२.५७५			
४	अपूर्णांक	पूर्व चाचणी	०.८६	४३५	१.३६१	२१.७५३	०.०००१	सार्थक
		उत्तर चाचणी	३.९०	४३५	२.९९४			
५	एकूण	पूर्व	११.४१	४३५	७.२४५	२२.६७१	०.०००१	सार्थक

	गणित	चाचणी						
	संपादणूक	उत्तर चाचणी	२३.६८	४३५	१०.९१८			

(येथे P ची किंमत Paired Sample t test या संख्याशास्त्रीय तंत्रानुसार प्रत्येक क्षेत्रासाठी स्वतंत्रपणे काढली आहे.)

संख्याज्ञान क्षेत्रातील पूर्व चाचणी गुणांचे मध्यमान ४ व उत्तरचाचणी गुणांचे मध्यमान ७.१५ असून मध्यमानातील फरक ३.१३८ हा ०.०५ सार्थकता स्तरावर सार्थक आहे . याचाच अर्थ संख्याज्ञान क्षेत्रात कृतियोजना अमलबजावनीनंतर विद्यार्थ्यांची प्रगती दिसून आली .

संख्येवरील क्रिया या क्षेत्रातील पूर्वचाचणी गुणांचे मध्यमान ३ व प्रमाण विचलन २.९ असून उत्तर चाचणी गुणांचे मध्यमान ६, प्रमाण विचलन ४ असून t =१४.८ असून मध्यमानातील फरक ०.०५ स्तरावर सार्थक आहे . याचाच अर्थ कृतियोजना अमलबजावणी नंतर उत्तर चाचणीतील गुणांमध्ये वृद्धी दिसून आली.

भूमिती क्षेत्रामध्ये पूर्वचाचणी गुणांचे मध्य मान ३.५४ व प्रमाण विचलन २.५ असून उत्तर चाचणीतील गुणांचे मध्य मान ६.४१ , प्रमाण विचलन २.५७ आहे. t=१७.३८५ असून मध्य मानतील फरक ०.०५ स्तरावर सार्थक आहे. याचाच अर्थ कृतियोजना अंमलबजावणी नंतर भूमिती या क्षेत्रात विद्यार्थ्यांची लक्षणीय प्रगती दिसून येते.

अपूर्णांकक्षेत्रातील पूर्व चाचणीगुणांचे मध्यमान ०.८६ , प्रमाण विचलन १.३६ असून उत्तरचाचणी गुणांचे मध्यमान ३.९ , प्रमाण विचलन २.९९ आहे. t=२१.७५३ असून मध्यमानातील फरक ०.०५ सार्थकता स्तरावर सार्थक दिसून येतो . याचाच अर्थ कृतियोजना राब वील्यानंतर अपूर्णांक या क्षेत्रात विद्यार्थ्यांच्या गुणात लक्षणीय वृद्धी दिसून आली.

एकूणच गणित विषयाच्या संपादणूकीचे पूर्वचाचणीतील गुणांचे मध्यमान ११.४१ , प्रमाण विचलन ७.२५ असून उत्त रचाचणीतील गुणांचे मध्यमान २३.६८ , प्रमाण विचलन १०.९१ आहे. t=२२ .६७ असून मध्यमानातील फरक ०.०५ स्तरावरसार्थक आहे याचाचअर्थ कृतियोजना अंमलबजावणीनंतर गणित विषय संपाद्नुकीत लक्षणीय वाढ झालेली दिसून येते.

एकूणच सोपी पद्धत गणिताचीया कृतियोजना अंमलबजावणीनंतर सर्वच क्षेत्रात व एकूणच संपाद्नुकीत लक्षणीय वृद्धी झालीआहे.

पूर्वचाचणीव उत्तरचाचणी तील प्रश्ननिहाय संबोधत शून्य गुण मिळविलेले विद्यार्थी संख्येची टक्केवारी काढून त्यातील फरकावरून संबोधनिहाय प्रगत विद्यार्थी संख्या काढली ती खालील तक्त्यानुसार,

तक्ता क्र.०२ :

कृतीयोजना अंमलबजावणीनंतर इयत्ता पाचवीचे प्रगत झालेले विध्यार्थी दर्शक तक्ता

अ.क्र.	संबोध	प्रगत विध्यार्थी टक्केवारी
१	वर्तुळ व वर्तुळाचे भाग (अंतर्भाग, बाह्याभाग, वर्तुळा वरील बिंदू)	७७%
२	अपुर्नांकाचा लहान मोठेपणा	७७%
३	संख्येचे अक्षरी वाचन व लेखन	७४%
४	गुणाकार क्रीयेवरील शाब्दिक उदाहरणे	७३%
५	काटकोन व कोनाचे प्रकार	६९%
६	भागाकार- शाब्दिक उदाहरणे	६२%
७	सममूल्य अपूर्णांक	५९%
८	वर्तुळाचे घटक	५७%
९	वजाबाकी- शाब्दिक उदाहरणे	५२%
१०	स्थानिक किंमत	५०%
११	रोमन संख्या आंतरराष्ट्रीय संख्याचिन्हांत लिहिणे	४९%
१२	वर्तुळाची त्रिज्या व व्यास संबंध	४९%
१३	सहा अंकी संख्यांची बेरीज	४९%
१४	अंकएककाच्या ठिकाणी असताना स्थानीक किंमत घेणे	४६%
१५	बेरीज वजाबाकी मिश्र उदाहरणे	४३%
१६	गुणाकार	४३%
१७	शून्याला संख्येने गुनने अथवा भागणे	४२%
१८	अपूर्णांकांची बेरीज	३९%
१९	विस्तारीत रूपावरून संख्या लेखन	३८%
२०	छेद समान असताना अपुर्णानांक बेरीज	३७%
२१	विस्तारीत रुपात लिहिणे	३४%
२२	शून्यातून वजा करणे	३४%
२३	बेरीज शाब्दिक उदाहरणे	३३%
२४	कोनमापन व रेखाटन	३२%
२५	वर्तुळ काढणे	२८%
२६	भिन्न छेद अपूर्णांक बेरीज वजाबाकी	२५%
२७	छेद समान करणे	२४%
२८	विशालकोन मापन	२१%
२९	उत्तर विधानाच्या स्वरुपात लिहिणे	१९%
३०	सूत्रात योग्य किमत ठेवणे	१०%

"सोपी पद्धत गणिताची "या कृतियोजना अंमलबजावणी नंतर सर्वच संबोधात विद्यार्थ्यांची लक्षणीय प्रगती दिसून आली. तसेच अपूर्णांकां ची तुलना ,वर्तुळाचे भाग, गुणाकार व भागाकार क्रियेव रील शाब्दिक उदाहरणे,काटकोन व को नाचे प्रकार या संबो धात विशेष प्रगती दिसते तर उतर विधानाच्या स्वरुपात लिहिणे अपूर्णांक बेरीज व वजाबाकी विशाल कोनाचे मापन या संबोधत मात्र प्रगत विध्यार्थ्यांचे प्रमाण कमी दिसते.

निष्कर्ष व चर्चा :

१.संख्याज्ञान , संख्येवरील क्रिया ,भूमिती,अपूर्णांक या क्षेत्रा तील संपाद्नुकीत सोपी पद्धत गणिताची या कृतियोजनेच्या साह्याने अतिरिक्त पूरक मार्गदर्शन केल्यामुळे लक्षणीय वृद्धी झाली.

२.अपूर्णांकांची तुलना,वर्तुळाचे भाग,गुणाकार व भागाकार यावरील शाब्दिक उदाहरणे काटकोन व कोनाचे प्रकार या संबोधत कृतियोजना अंमलबजावणीमळे सरासरीपेक्षा जास्त विद्यार्थ्यांच्या संपाद्नुकीत सुधारणा झाली.

३.विशालकोनाचे मापन,छेद समान करणे, भिन्न छेद अपूर्णांक बेरीज व वजाबाकी वर्तुळाचे रेखाटन,कोनमापन,उत्तर विधानाच्या स्वरुपात लिहिणे या सम्बोधातसरासरी पेक्षा कमी विद्यार्थ्यांच्या संपाद्नुकीत सुधारणा झाली.

४.८४%विद्यार्थ्यांच्या अपूर्णांक या क्षेत्रातील ,५४% विद्यार्थ्यांच्या संख्याज्ञान क्षेत्रातील,७४%संख्येवरील क्रिया तर ३३% विद्यार्थ्यांच्या भूमिती या क्षेत्रातील निम्न संपादणूक गणित विषयातील संपाद नुक वृद्धीसाठी कारणीभूत ठरते.

"सोपी पद्धत गणिताची "याकृतियोजनेच्या अतिरिक्तपूरक मार्गदर्शनामुळे विद्यार्थ्यांच्या संपाद्नुकीत वृद्धी झाली. शिक्षकानी जर संबोध निहाय शैक्षणिक साहित्याच्या आधारे कृतियुक्त वर्गांत र प्रक्रिया केली तर विद्यार्थ्यांमध्ये गणित विषयात आवड निर्माण होवू शकते.कृतियुक्त अध्यापन ,खेळ यांच्या साह्याने अध्ययन कायमस्वरूपी होते व ज्ञान निर्मितीहोवू शकते. या द्वारे ज्ञानर चनावादीअध्ययन अध्यापनासाठी शिक्षकांना मदत मिळू शकते. कृतियोजना परिणामकारकपणे शिक्षकांनी वापरली तर निश्चित संपादणूकवृद्धी होईल असा विश्वास वाटतो. निरीक्षण,जिज्ञासा,समस्या निराकरण ,उपयोजन या प्रमाणे अध्ययन अध्यापन प्रक्रिया केल्यास विद्यार्थ्यांच्या ज्ञान निर्मिती साठी फायदेशीर ठरू शकते.

विद्यार्थ्यांचे अध्ययन हे पाठ्य वस्तूचे स्वरूप ,विद्यार्थी व शिक्षकांची कुवत यानुसार सहा मार्गांनी होते. श्रवण, प्रतिसाद , चर्चा , आकडेमोड , वाचन , लेखन. याच अनुसार शिक्षकांनी वर्गांतर क्रियेत अध्ययन अनुभवांची रचना करून ABL ला प्राधान्य दिले तर गणित विषयातली संपादणूक निश्चितवाढू शकते.

संदर्भ ग्रंथ :

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समावे शत शक्षण व शालेय व्यवस्थापन

डॉ.सोनुने .एस.एस. **(Pg 118-134)**

सहा.प्रा.शिक्षणशास्त्र विद्याशाखा,यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ

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┌─────────────┐
│ ***Abstract*** │
└─────────────┘

गुणवत्ता पूर्ण शक्षण हे सामाजिक समावेशन निर्माण करणारे व
राष्ट्र वकासाचे महत्वाचे साधन आहे. कोणत्याही देशाची सामजिक व
सांस्कृतिक स्थिती वक सत करण्याचे शक्षण हे महत्वाचे साधन आहे.
शक्षणातून भेदाभेद निर्माण होता कामा नये. शक्षण हे समावे शत असायला
हवे. ज्या शक्षणातून सर्वांना समान संधी, समानता , सामाजिक न्यायाचे
पाठ, सांस्कृतिक एकात्मतेच धडे मळतील. हे सर्व शक्षणातून वद्यार्थ्यांना
देण्यासाठी समावे शत शक्षण हे महत्वाचे ठरते. प्राथ मक व माध्य मक
स्तरावर मळणारे अनुभव हे अध्ययनार्थींच्या अध्ययनाचा पाया भक्कम
करतात. त्यामुळे प्राथ मक शक्षणाची व्याख्या करतांना संस्कारक्षम वयात
दिले जाणारे शक्षण म्हणजे प्राथ मक शक्षण अशी केली जाते, तर
कुमारावस्थेत दिले जाणारे शक्षण म्हणजे माध्य मक शक्षण होय. अशी
व्याख्या माध्य मक शक्षणाची केली जाते. शालेय शक्षण हा ऊच्च शक्षणाचा
पाया समजला जातो. त्यामुळे शालेय शक्षण हे संस्कारक्षम व दर्जेदार व
गुणवत्तापूर्ण मळणे गरजचे आहे. शालेय शक्षण हे संस्कारक्षम व दर्जेदार व
गुणवत्तापूर्ण देण्यासाठी शालेय व्यवस्थापनाची भू मका महत्वाची ठरते.

शालेय व्यवस्थापनावर शाळेचा गुणवत्तापूर्ण वकास व वद्यार्थी कल्याण
व गुणवत्ता वकासाची मोठी जबाबदारी आहे.शालेय व्यवस्थापन प्रमुखाला

केवळ शाळेसाठी भौतिक सेवा सु वधा उपलब्ध करून थांबता येत नाही. तर सामाजिक बां धलकी जपत व वध उपक्रमांचे आयोजन देखील करावे लागते. सर्वसमावेशक शक्षण म्हणजे सर्वसामान्य शाळेत सर्वसामान्य अध्ययनार्थींबरोबर कोणताही भेदाभेद न करता वशेष व दिव्यांग अध्ययनार्थींना शक्षण देणे होय.सर्वसामान्य शाळेत वशेष, दिव्यांग अध्ययनार्थींना शक्षण देतांना शालेय व्यवस्थापनाच्या कार्यात ब–याच गोष्टींचा नव्याने समावेश होईल तर काही बदल देखील स्विकारावे लागेल. शालेय व्यवस्थापनाच्या गतिमान शलतेवरच सर्वसमावेशक शक्षणाचे उद्दिष्ट पूर्ण होण्यास मदत होईल.

1) प्रस्तावना –

समाजातील सर्व स्तरातील सर्व बालकांना कोणताही भेदाभेद न करता सर्वसामान्य शाळेत शक्षण देणे, म्हणजेच समावे शत शक्षण. वशेष गरजा असणा–या व दिव्यांग बालकांना सर्वसामान्य शाळेतील मुलांबरोबर शक्षण देऊन , त्याच्यांत आत्म वश्वास निर्माण करणे व वशेष व दिव्यांग अध्ययनाथ्र्यां वषयी समाजात सामाजिक व सांस्कृतिक दृष्ट्या आदराची भावना निर्माण करणे म्हणजेच समाजात समावेशनाची भावना निर्माण करणे. तसेच त्यांना समाजात आत्म वश्वासाने उभे राहण्यासाठी तयार करणे हा समावे शत शक्षणाचा महत्त्वाचा उद्देश आहे. म्हणजेच शालेय स्तर दिल्या जाणा–या समावे शत शक्षणातून सामाजिक व सांस्कृतिक समता निर्माण होण्यास मदत होईल. त्यामुळेच शालेय स्तरावर दिले जाणारे समावे शत शक्षण हे

महत्वाचे व गरजेचे ठरते.मात्र शालेय स्तरावर समावेशत शक्षणाची अमंलबजावणी करीत असतांना काही भौतीक , मानवी व आर्थक घटकांची पूर्तता शालेय व्यवस्थानाला व प्रशासनाला करावी लागेल. अशा भौतीक , मानवी व आर्थक घटकांच्या उपलब्धते शवाय शालेय स्तरावरील समावेशत शक्षणाला दिशा व गती प्राप्त होणार नाही. शालेय स्तरावरील समावेशत शक्षणाची यशस्विता हि शालेय व्यवस्थापन व प्रशासन यांच्या स क्रये शलतेवर व गति शलतेवरच अवलंबून आहे.

2) संशोधन वषयाची गरज व महत्व :-

वशेष व दिव्यांग अध्ययनार्थीकडे समाजाचा , पालकांचा व व वध घटकांचा दृष्टीकोन हा सामाजिक व सास्कृतिक स्विकृतीचा व सहकार्य शलतेचा अजून फारसा झालेला दिसत नाही. मात्र सर्वसमावेशक शक्षणाच्या माध्यमातून हा दृष्टीकोन सामाजिक व सास्कृतिक स्विकृतीचा व सहकार्य शलतेचा निश्चितपणे होईल. कारण अशा मूल्यांची जोपासणा करण्याचे व ती मूल्यांची वाढ करण्याचे शक्षण हे महत्वाचे साधन आहे. शवाय प्राथ मक शक्षणाची व्याख्या करताच संस्कारक्षम वयात दिले जाणारे शक्षण म्हणजे प्राथ मक शक्षण अशी केली जाते. त्यामुळे नवीन समाज मनात एक सामाजिक समानतेचा , सांस्कृतिक समानेचा व सहकार्य शलतेचा एक नवा अंकूर निर्माण होईल. त्यासाठी शालेय व्यवस्थापनला व सर्व समावेशक शक्षण देतांना

स्विकारावे लागणा–या बदलाचा परिचय करून देण्याच्या दृष्टीकोनीतून सदरील

संशोधन वषयाची गरजेचा व महत्वाचा आहे.

3) संशोधन वषयाची उद्दिष्टे :–

१) समावे शत शक्षणासाठी कार्यक्षम शालेय व्यवस्थापनाचे महत्व वशद करणे

२) समावे शत शक्षणासाठी शालेय व्यवस्थापनाला कार्याची ओळख करून देणे.

4) गृहितक :-

१) सर्वसमावेशक शक्षणासाठी शालेय व्यवस्थापन भू मका महत्वाची आहे.

5) पारिभा षक शब्दांच्या व्याख्या –

१) सर्वसमावे शत शक्षण – सर्वसामान्य शाळेत सर्वच बालकांना दिले जाणारे शक्षण म्हणजे .

२) सामान्य वद्यार्थी –कोणत्याही प्रकारचे दिव्यांग नसणारे व अध्ययन करण्यासाठी सक्षम असणारे वद्यार्थी.

३) दिव्यांग बालक – दिव्यांगजन अ धकार अ धनियम २०१६ प्रमाणे दिव्यांग प्रकारानुसार निश्चित झालेले बालक.

(अंध Blindness(२) अल्पदृष्टी Low-vision(३)कुष्ठरोग

Leprosy Cured Persons(४) कर्णब धर Hearing Impairment

(deaf and hard of hearing)(५)अवयवातील कमतरता Loco

motor Disability(६)बौ द्धक वाढ खुंटणेDwarfism(७)मान सक आजार Mental Illness(८)बौ द्धक वकलांगता Intellectual Disability(९)आत्ममग्नता Autism Spectrum Disorder (१०)बहु वकलांगता Cerebral Palsy(११)स्नायूंची वकृती Muscular Dystrophy(१२)तीव्र मज्जासंस्थेसंब धत परिस्थिती Chronic Neurological Conditions(१३)अध्ययन अक्षमता Specific Learning Disabilities (१४)मल्टीपल स्केलेरो सय Multiple Sclerosis(१५)भाषण व भाषा अपंगत्व Speech and Language Disability(१६)थॅलेसे मया Thalassemia (१७) हिमो फ लया Hemophilia (१८) सकल सेल रोग Sickle Cell Disease(१९)बहु वकलांगता Multiple Disabilities including deaf blindness (२०)अॅ सड अॅटॅक बळी Acid Attack Victim (२१)पा कन्सन रोग Parkinson's disease)

४) सामाजिक व सांस्कृतिक समावेशन – वशेष गरजा असणा-या व दिव्यांग मुलांचा सामाजिक व सांस्कृतिक दृष्टया स्विकार करून, त्यांना समान संधी देणे, त्यांचा सामाजिक व सास्कृतिक कार्यात सहभाग घेणे.

५) शालेय व्यवस्थापन – शालेय कामकाज योग्य रितीने परिणामकारक व नियमाप्रमाणे करण्यासाठी असलेली यंत्रणा म्हणजेच शालेय व्यवस्थापन होय

६) अध्ययनार्थी – सर्वसमावेशक शाळेत शक्षण घेणारा म्हणजे अध्ययनार्थी

७) पझल– बौध्दीक अक्षम अध्ययनार्थींचे अध्ययन –अध्यापनाचे साधन.

6) संशोधन वषयाची व्याप्ती व मर्यादा –

सदरील संशोधन वषयाच्या आशयाची व्याप्ती सर्वसमावेशक शक्षणाच्या व्यवस्थापनापूर्तीच आहे.

मर्यादा –

१) सदरील संशोधन वषय सर्वसमावेशक शक्षणाच्या व्यवस्थापन व प्रशासन पूरताच मर्यादीत आहे.

२) सदरील वषयामध्ये सर्वसमावेश शक्षणासाठी आवश्यक असलेल्या व्यवस्थापन संदर्भात (चर्चासत्राच्या शब्दमर्यादेमुळे) पूर्णत : वचार आलेला नाही.

३) सदरील संशोधन वषय फक्त वद्यार्थी सेवा, सुरक्षा, कल्याण व गुणवत्ता व्यवस्थापना पुरतेच मर्यादीत आहे.

7) संशोधन कार्यपध्दती – दस्तऐवज वश्लेषीकरण पध्दती

सदरील संशोधन वषयाचा अभ्यासकरतांना लहित असतांना संशोधकाने दस्तऐवज वश्लेषीकरण पध्दतीचा वापर केला आहे. त्यासाठी उपलब्ध झालेल्या दस्तऐवजांचे वाचन , वमर्षी चंतन करून,सामान्य शाळेचे व्यवस्थापन व वशेष शाळेचे व्यवस्थापन यांच्या बाबतचा वचार केला आहे.

शेवटी दोन्ही शाळेच्या शालेय व्यवस्थापनाचा वचार करून सदरील व पेपरच्या वषय व आशय घटकांची मांडणी केली आहे.

8) शाळेच्या व्यवस्थापनाची क्षेत्र :-

वास्त वक पाहता शालेय व्यवस्थापनाला आपणाला क्षेत्रांच्या व्याख्येत मांडता येणार नाही. कारण शालेय व्यवस्थापनाला एकसंघ पणे कार्य करावे लागते.तरीही अध्ययनाच्या सोईसाठी खालील प्रमाणे शालेय व्यवस्थापनाची क्षेत्र मांडलेली आहे.

१) शैक्ष णक व्यवस्थापन व प्रशासन २) आ र्थक व्यवस्थापन ३) वद्यार्थी सेवा, सुरक्षा, कल्याण व गुणवत्ता व्यवस्थापन ४) शालेय रचना व भौतीक सु वधा ५) कार्यालयीन व्यवस्थापन ६) मानवी संबंधाचे व्यवस्थापन ७) आपत्ती व्यवस्थापन

वरील सात क्षेत्रापैकी सदरील अभ्यास वषयात फक्त वद्यार्थी सेवा, सुरक्षा, कल्याण व गुणवत्ता व्यवस्थापन या वषया पुरताच वचार केला आहे. त्यात खालील मुद्यांचा वचार प्रामुख्याने वचारात घेतलेला आहे.

बालकांचा मोफत व सक्तीच्या शक्षणाचा हक्क अ धनियम –२००९, वकलांग व्यक्तीसाठी (समान संधी , हक्काचे संरक्षण , आ ण पूर्ण सहभाग)अ धनियम – १९९५ , तसेच लैं गक गुन्ह्यापासून बालकांचे संरक्षण कायदा (POCSO) २०१२ व दिव्यांगजन अ धकार अ धनियम प्रमाणे सर्वसमावेश शक्षणात शालेय व्यवस्थापन व प्रशासनाला वद्यार्थी सेवा,सुरक्षा, कल्याण

व गुणवत्ता वकासासाठी पूढील प्रमाणे कार्य करणे अत्यावश्यक व गरजचे आहे. तेंव्हाच सर्वसमावेश शक्षणाद्वारे हे वद्यार्थी गुणवत्तानिर्माण करणे, सामाजिक समावेशन निर्माण करणारे व राष्ट्र वकासाचे महत्त्वाचे करण्याचे ध्येय साध्य होईल.

१) वद्यार्थी प्रवेश – बालकांचा मोफत व सक्तीच्या शक्षणाचा हक्क अ धनियम – २००९ मधील तरतुदी नुसार ६ ते १४ वयोगटातील सर्व बालकांना प्रवेशासाठी प्रवेशपूर्व चाळणी परिक्षे शवाय प्रवेश मळण्याचा हक्क प्राप्त झालेला आहे. तसेच वयानुसार इयत्तेत प्रवेश मळण्याचा हक्क दे खल प्राप्त आहे. मात्र वयानुसार प्रवेश दिलेल्या बालकाला वशेष शक्षण देणे व भावनिक आधार देणे याची जबाबदारी अध्यापक ,शालेय व्यवस्थापन व शासन यांच्यावर येते. तसेच वकलांग व्यक्तीसाठी (समान संधी ,हक्काचे संरक्षण ,आ ण पूर्ण सहभाग)अ धनियम –१९९५ मधील तरतूदीचा देखील वचार वद्यार्थी सेवा, सुरक्षा, कल्याण व गुणवत्ता व्यवस्थापनाच्या दृष्टीकोनातून करण्यात आहे.

२) ताणतणाव वरहित शक्षण – सर्वसमावे शक शक्षण घेणा–या सर्वच प्रकारच्या बालकांचे अध्ययन परिणाम कारक व दर्जेदार व्हावे व अध्यापकाने वद्यार्थी केंद्रीत पध्दतीने अध्यापन करण्यासाठी अध्यापकांना वेळोवेळी शासनाकडून प्र शक्षण पुर वण्यात येत आहे. असे प्र शक्षण अध्यापकांना हे शालेय व्यवस्थापनाचे कार्य आहे. जेणे करून सर्वसमावेश

सर्वच बालकांचे शक्षण हे हसत – खेळत पूर्ण होईल. या शवाय शाळेतील सर्वच वद्याथर्यांना शाळेत वाटेल असे सुरक्षीत वातावरण ठेवणे.

३) बैठकीची व्यवस्था – सर्वसमावे शत शाळेत शक्षण घेणा-या प्रत्येक अध्ययनार्थीला आरामदायी व अध्ययनार्थीच्या अध्ययन वषयक गरजेनुसार योग्य ठिकाणी ,योग्य बैठक व्यवस्था असणे आवश्यक आहे.

४) सर्वसमावेश शक्षणासाठी मूलभूत भौतीक सेवा – सु वधा –

भारताचे भ वष्य शाळा – शाळांमधून घडते आहे,असे कोठारी आयोगाने म्हटले आहे. यांचा अर्थ शाळा म्हणजे चार भंत्तीच्या आतील बंदिस्त वातारण असा नाही. तर अध्ययनार्थीच्या अध्ययनासाठी शाळेत उपलब्ध असलेल्या व वध सोयी – सु वधाच्या द्वारे अध्ययन- अध्यापनाचे ठिकाण. सामान्य शाळेतील अध्ययनार्थी पेक्षा काही वेगळ्या सु वधा सर्वसमावेशक शक्षण देतांना शाळेत निर्माण कराव्या लागतील कंवा पूरवाव्या लागतील. जसे की दिव्यांग अध्ययनार्थीसाठी त्याच्या प्रकारानुसार अध्ययन साहित्य. शाळेतील अध्ययनार्थीची बैठक व्यवस्था, अध्ययन –अध्यापनाची साधने उदा.अल्पदृष्टी असलेल्या अध्यनार्थीसाठी मोठी अक्षरे असलेली पुस्तके, व वध प्रकारची दृक-श्राव्य साधने, व वध भंग, ब्रेल लपीची पुस्तके, पुस्तक वाचन म शन (book reading machine) ,स्पर्शज्ञान व वध शैक्ष णक साहित्ये. बौध्दिक अक्षमता (मतिमंदता असलेले वद्याथर्थी)

असलेल्या वद्यार्थ्यासाठी पझल, लाकडी ठोकळे , रंगीत चत्रे, इतर द्रक–श्राव्य साधने, वद्युत व्यवस्था व बौध्दीक अक्षमतेच्या तीव्रतेनुसार शैक्ष णाक साधनांमध्ये बदल करून वा नवीन साधन निर्माण करून साधने वापरावी लागतात. तसेच कर्ण ब धर (मुक–ब धर) अध्ययनार्थीसाठी मोठ्या आवाजातील स्पिकर यंत्रणा व श्रवण यंत्रणा (वैयक्तीक मायक्रो फोन) या शवाय व वध थेरपी रूम (उपचार रूम –वाचा तज्ज्ञ कक्ष, भौतीक च कत्सक कक्ष, व्यवसायिक कक्ष, मानसशास्त्र तज्ज्ञ रूम) गरजेनुसार उपलब्ध असल्यास चांगलेच आहे. तसेच सर्व सामान्य शाळेत असलेल्या सर्व सु वधा देखील या शाळेत असणे आवश्यक असणे गरजचे आहे.

तसेच सर्व सामान्य मुलाबरोबर शाळेत योग्य व आरामदायक स्थितीत बसता येण्यासाठी बैठक व्यवस्था शाळेत असणे गरजेचे आहे. तसेच शाळेत स्वच्छतागृहमध्ये सामान्य व कमोड पध्दतीचे प्रसाधन गृह , तसेत उंच ठिकाणी चढण्या– उतरण्यासाठी रॅम कंवा लफ्ट असणे आवश्यक आहे. आपत्ती कालीन परिस्थितीत सर्वसमावेश शाळांकडे त्यासंदर्भातील भौतीक सु वधा असणे आवश्यक ठरते.आपती कालीन परिस्थितीत त्यांना मदत मळण्यासाठी त्यांच्या दिव्यांग प्रकारनुसार ओळखपत्र असणे गरजेचे असते की ज्या ओळख पत्रावरून अध्यनार्थीची गरज समोरच्यामदतीस व्यक्तीला लक्षात येईल.तसेच व्हिल चेअर , वशेष काठी (घंटी असलेली पांढरी काठी). तसेच शक्षणाचा अ धकारानुसार दिव्यांग अध्ययनार्थीना शाळेत

येण्या – जाण्यासाठीची परिवहन सेवा –सुवधा असणे देखल गरजेचे आहे.

निवासी प्रकारच्या सर्वसमावेशक शक्षण देणा–या शाळांमध्ये निवासासाठी दिव्यांग अध्ययनार्थीना सुखकर होईल अशा प्रकारची व्यवस्था असावी.

याशवाय दिव्यांग प्रकारानुसार व सामान्य शाळेतील अध्ययनार्थींच्या प्रकारानुसार सर्वसमावेशक शाळेत वशेष व दिव्यांग व सामान्य अध्ययनार्थींना अध्ययन– अध्यापन करतांना भौतीक सेवा– सुवधा असणे आवश्यक ठरते.

थोडक्यात म्हणजे सर्वसमावेशत शक्षण घेणा–या प्रत्येक अध्ययनार्थींच्या गरजेनुसार आवश्यक त्या मूलभूत सेवा सुवधांची पूर्तता होणे आवश्यक आहे. अध्ययनार्थींच्या गरजेनुसार - अध्ययन साहित्य, गणवेश , वेगवेगळे सर्व अध्ययनार्थी येतील असे वेगवेगळ्या प्रकारचे वेगवेगळे स्वच्छता गृह, पण्याच्या पाण्याची सुवधा, ग्रंथालय आ ण वाचनालयात असल्यास त्यात वध प्रकारची पुस्तके असायला हवीत ,तसेच वशेष व दिव्यांग अध्ययनार्थींसाठी ब्रेन लपी, बुक वाचन मशन व इतर अध्ययनास साह्य होईल अशी वशेष वधायक साधने असणे देखल आवश्यक आहे.

५) कार्यक्षम मनुष्यबळः–

कोणत्याही यंत्रणेचे यश हे त्या यंत्रणेत कार्य करणा–या कूशल व कार्यक्षम , कार्यतत्पर यंत्रणेवर अवलंबून असते.सर्व समावेशक शक्षणाला

देखील वरील तत्व लागू पडते. सर्व समान्य शाळेच्या माध्यमातून सर्वसमावेशक शक्षण देतांना सर्वांत प्रथम कार्यक्षम मनुष्यबळाचा वचार करावा लागतो. त्यात शक्षणक्षेत्रातील व वध स्तरावरील अ धकारी , शक्षणयंत्रणेत कार्यकरणारे मनुष्यबळ , शाळेचा मुख्याध्यापक, वर्ग शक्षक, शाळा व्यवस्थापन स मती तसेच दिव्यांग अध्ययनार्थींच्या प्रकारानुसार आवश्यक असलेल्या तज्ञ व्यक्तींचा समावेश होतो. त्यात डॉक्टर , व वध थेरपीस्ट, केअर टेकर (काळजी घेण्यारी व्यक्ती) आहार तज्ञ , मानसोपचार तज्ञ , तसेच व वध प्रकारानुसार वशेष अध्यापकांच व पालकांचा समावेश होतो.

ब–याचदा पालकांचीच आपल्या पाल्याच्या अवस्थेकडे पाहून अवस्था बिकट झालेली असते. त्यासमोर पाल्याच्या भावी आयुष्याचा गंभीर स्वरूपाचा प्रश्न व सारखी चंता असते.अशावेळी पालकांना धर देऊन, त्यांना सर्वसमावेश शक्षणाचे महत्व समजावून सांगण्याचे कार्य सर्वसमावेशक शक्षण देणा-या शाळेच्या व्यवस्थापन मंडळाने व शाळच्या मुख्याध्यापकाने केले पाहिजे. त्यासाठी सर्वसामान्य शक्षणासाठी कार्य करणा-या शाळेच्या व्यवस्थापन मंडळाला, मुख्याध्यापक , तसेच अध्यापक व अध्यापकेत्तर कर्मचारी यांना दिव्यांग व वशेष अध्ययनार्थींच्या शक्षणासाठी प्र शक्षण देणे आवश्यक व गरजेचे ठरते. कंवा प्रत्येक शाळेत कंवा केंद्रीय शाळेत वशेष शक्षण देणा-या अध्यापकांची गरजेनुसार नियुक्ती करणे आवश्यक आहे.

त्याच बरोबर दिव्यांग अध्ययनार्थींच्या प्रकारानुसार ब-याचदा व वध थेरपीस्ट, डॉक्टर – नर्स , आहार तज्ज्ञ, (काळजी वाहक) केअर –टेकर यांची देखील आवश्यकता असते.या शवाय व वध शैक्ष णक साधनांचा सर्वसमावेशक शक्षणात कसा करावा, याचे दे खल प्र शक्षण देणे आवश्यक आहे .

थोडक्यात म्हणजे सर्वसमावेशक शक्षण देतांना सर्वसामान्य शाळेत उपलब्ध असलेल्या मनुष्यबळाला अ धक सक्षम करण्यासाठी व वध प्र शक्षणाची निय मत पणे आवश्यकता असत. तसेच गरजेनुसार अशा शाळेतील दिव्यांग व वशेष अध्ययनार्थींना अध्ययन– अध्यापन करण्यासाठी सर्वसामान्य शाळेतील अध्यापकांसारखे , वशेष शक्षण देणारे अध्यापक देखील गरजेनुसार नेमणे आवश्यक आहे. या शवाय शक्षक– शक्षणाच्या अभ्यासक्रमात सर्वसमावेशक शक्षणाचा देखील समावेश करणे आवश्यक आहे.मात्र तो अभ्यासक्रम केवळ सैध्दांतिक असायला नको. तर त्यातून सर्वसमावेशक शक्षणाबाबतची प्रत्यंक्ष अनुभूती छात्राध्यापकांना मळायला हवी.

६) व वध स्पर्धांचे आयोजन व व वध कला व छंद मंडळे –

अध्ययनार्थींच्या व वध कला गुणांचा वकास होणास होण्यासाठी सर्वसमावेश शाळेत व वध कला व छंद मंडळे स्थापन करणे आवश्यक आहे. जेणे करून सर्वसमावेशक शक्षण घेणा-या प्रत्येक बालकाला त्यांच्या अंगी

असलेल्या अंगभूत गुणांचा वकास करण्यास वाव मळेल व त्याच्यांत सामाजिक, सांस्कृतिक, समानतेची भावना निर्माण होईल.उदा.गायन, चत्र, नाटय,अ भनय,सं गतआदी प्रमाणे.

७) व वध खेळाचे साधने ,पटांगणे व क्रीडांगण –

सर्वच अध्ययनार्थींच्या सर्वां गण वकासासाठी शाळेत शैक्ष णक साहित्याबरोबरोच व वध खेळाची साधने असणे आवश्यक आहे. खेळ हे मान सक स्वास्थ निरोगी ठेवण्याचे व शरीर निरोगी ठेवण्याचे महत्त्वाचे कार्य करते. त्यामुळे प्रत्येक सर्वसमावेश शाळेत अध्ययनार्थीसाठी खेळाचे साहित्य व व वध प्रकारची क्रडांगणे असायला हवीत.या शवाय सर्वच अध्ययनार्थींना खेळायच्या ता सकेत खेळाची संधी उपलब्ध होणे आवश्यक आहे.

८) वद्यार्थ्यांचे आरोग्य व वैद्यकीय तपासणी –

सर्व समावेश शाळेत अध्ययन करणा–या शाळेतील अध्ययनार्थींचे आरोग्य निरोगी ठेवण्यासाठी अध्ययनार्थींची निय मत आरोग्य तपासणी देखील होणे गरजेचे आहे. शवाय प्रत्येक शाळेत प्रथमोपचार साहित्याची उपलब्धता असणे , तसेच समुपदेशनाची व्यवस्था सु वधा असणे दे खल गरजेचे व अत्यावश्यक आहे.

या शवाय सर्वसमावेशक शाळेत अध्ययनार्थींच्या वकासाच्या दृष्टीकोनातून खालील काही गोष्टी करता येतील जसे की , कुल योजना वद्यार्थी संचयिकां योजना,शालेय व्यवस्थेत वद्यार्थ्यांचा सहभाग, शालेय

परिसराशी समरसता उपक्रम,अध्ययनार्थी स्वंय शस्तीसाठी उपक्रम, वद्यार्थी शष्यवृती व स्पर्धा परिक्षांचे आयोजन व नियोजन आदी बाबींचा देखील कराव्या लागतील.

वरील सर्व सेवा,सु वधा पुर वण्याची जबाबदारी शालेय व्यवस्थापन व प्रशासन

10) निष्कर्ष :-

१) समाजातील सर्व घटकांना शक्षण हे सर्वसमावेशक शक्षण पध्दतीने शक्षण देण्यासाठी सर्व सेवा सु वधा ह्या शालेय व्यवस्थापन व प्रशासनाने पुर वणे आवश्यक आहे. वशेष व दिव्याग दिव्याग अध्ययनार्थींची सामाजिक व सांस्कृतिक स्विकृती होण्यासाठी पोषक वातावरण तयार करण्यासाठी शालेय व्यवस्थापनाची भु मका महत्वाची आहे.

२) सर्वसमावेश शक्षणाच्या यशस्वितेसाठी वशेष , दिव्यांग व सामान्य अध्ययनार्थींना त्याच्या क्षमतांचा वकास करण्यासाठी भौतीक , मानवी व आर्थीक सु वधा महत्वाच्या आहेत.त्या नियमाप्रमाणे शालेय व्यवस्थापनाने अध्ययनार्थींच्या वकासासाठी पुर वणे आवश्यक आहे.

३) वशेष व दिव्यांग अध्ययनार्थींचे अध्ययन परिणामकारक होण्यासाठी त्यांना व वध शैक्ष णक साधने सर्वसमावेश शाळेत असणे गरजेचे आहे.

11) शफारशी :-

१) सर्वसमावेशक शक्षण देणा-या शालेत अध्ययन करणा-या अध्ययनार्थीसाठी शासनाने व त्या शाळेच्या व्यवस्थापन मंडळाने सर्व सुवधा उपलब्ध करून दयाव्या.

२) सर्व सामान्य शाळेत अध्ययन करणा-या अध्ययनार्थीचे अध्ययन परिणाम कारक होण्यासाठी वशेष सुवधा बरोबरच वशेष शक्षकांची, तसेच काळजी घेणा- व्यक्तीची, वैद्यकय,मानसशास्त्राशी संबंधित व इतर संबंधित क्षेत्रातील व्यक्तीची नेमणूक करण्यात यावी.

३) सर्वसमावेश शक्षणासाठी सर्वच सामान्य शाळेतील अध्यापकांना सर्वसमावेश शक्षणाचे प्रशक्षण देण्यात यावे.

10) सारांश

शालेय स्तरावर समावेशत शक्षणाची अमंलबजावणी करीत असतांना काही भौतीक, मानवी व आर्थिक घटकांची पूर्तता होणे आवश्यक व गरजेचे आहे. अशा भौतीक, मानवी व आर्थिक घटकांच्या उपलब्धते शवाय शालेय स्तरावरील समावेशत शक्षणाला दिशा व गती प्राप्त होणार नाही. ऊच्च शक्षणाचा पाया मजबूत करण्यासाठी आवश्यक गरजांची पूर्तता करणे शालेय व्यवस्थापन व प्रशासनाने करणे आवश्यक ठरते.

11) संदर्भ ग्रंथ सूचीः

१) त्रिपाठी लालबचन, (१९८३), मनोवैज्ञानिक अनुसंधान पध्दती,हरप्रसाद, भार्गव, आगरा.

२) मानसशास्त्र परिभाषा कोष, (१९९१), भाषा संचालनालय ,मुंबई प्रकाशन.

३) *मुखोपाध्याय म. (२००१) ,शिक्षणातील सर्वांगीण गुणवत्ता व्यवस्थापन ,महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ पुणे.*

४) *अरूणकुमार सिंह, (२०००) ,उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास ,दिल्ली.*

५) *संध्यालिमये, (२०१६) ,योजना मासिक, (लेख-दिव्यांग बांधवांचा सर्वसमावेश कप्रवास) ,मुंबई.*

६) *इंदुमतीराव, (२०१६) , योजना मासिक , (लेख-शैक्षणिक धोरण आणि दिव्यांग) , मुंबई.*

७) *भारत सरकार राजपत्र, (२०१६) , दिव्यांगजन अधिकार अधिनियम,२०१६.*

८) *महाराष्ट्र शासन- शालेय आपत्ती व्यवस्थापन नियोजन*

९) *महाराष्ट्र शासन राजपत्र-असाधारण भाग चार-अ, (२०१२) ,बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम ,२००९*

१०) *महाराष्ट्र शासन राजपत्र-असाधारण भाग चार-अ, (२०१२) ,बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क नियम ,२०११*

१२) *लैंगिक अपराधों से बालकों का संरक्षण अधिनियम ,२०१२*

शिक्षणातील प्रभावी अध्ययन, समावेशन आणि न्यायतेसाठी ध्येयधोरणे आणि उपक्रम अध्यापन.

श्री करंजकर भागवत श्रीधर[१] & डॉ सुवर्णा गायकवाड[२] (Pg 135-137)

[१]*(DSM)*

[२]*मार्गदर्शक*

अध्ययन अध्यापन पदधती यशस्वी पणे होण्यासाठी आजपर्यत आपणास अनेक थोर शिक्षण तज्ज्ञांचे विविध प्रकारे मार्गदर्शन मिळालेले आहे. एकाच वर्गात असलेल्या सर्व विदयार्थ्यांचे स्वभाव आवडी - निवडी, अध्ययन क्षमता, कौटूंबीक परिस्थीती, सभोवतालचा परीसर, इत्यादी अनेक बाबी सारख्या नसतात. परंतू आपण जो अध्ययन - अध्यापन उपक्रम राबवतो तो संपुर्ण वर्गास सारखाच राबवितो. त्यामुळे आपल्या अध्यापनाचे स्वयंमूल्यमापन करताना आपल्या लक्षात येते की आपले अध्यापन १०० टक्के यशस्वी होत नाही. शिक्षणातील रचनावादी दृष्टीकोन स्विकारणा-या शिक्षकांना वर्गातील शिक्षणात शिकविण्याकडून शिकण्याकडे वळायचे आहे. ताणरहीत वातावरणात आनंददायी पध्दतीने विदयार्थ्यांना शिकण्याकडे वळविण्याचा मार्ग म्हणजे ज्ञानरचनावाद. शिक्षणातील छोटी छोटी आव्हाने पेलण्याची ताकद निर्माण होण्यासाठी विचारांना चालना देणा-या कृतीयुक्त सहभाग असणा-या अनुभवाची रचना म्हणजे ज्ञानरचनावाद. मला तर असे वाटते की अध्यापन ही एक शिक्षकांची कला आहे. समोरचे विदयार्थी त्यांचे वय, स्वभाव ,आवडी - निवडी, कौटुंबिक परिस्थीती ,इत्यादी सर्व बाबींचा विचार करुन शिक्षकांनी आपआपल्या कलेचा वापर करुन अध्यापनात विविधता आणायला हवी. त्यामुळे विदयार्थ्यांना विषयाची आवड निर्माण होते व विदयार्थी आनंदाने अभ्यास करतात. त्यांची उत्तम प्रकारे प्रगती होते. मी देखील असे विविध उपक्रम राबवून विदयार्थी, विषयाचा अभ्यास आनंदाने कसे करतील याचाच नेहमी विचार केला. मी वर्गात राबवलेल्या अनेक उपक्रमापैकी एका उपक्रमाचे / प्रयोगाचे वर्णन करत आहे. मला माइया **या** २७ वर्षाच्या सेवेच्या काळात फक्त ८ वी ते १० वी चेच वर्ग अध्यापनासाठी मिळाले. मागील काही वर्षापासून इ. ६ वी फ किंवा ग तुकडी, एक वर्ग अध्यापनासाठी मिळू लागला.

दोन वर्षापूर्वी शालेय वेळापत्रकात मला ६ वी ग या वर्गास शिकविण्यसासाठी सामान्य विज्ञान विषय मिळाला. सर्वसाधारणपणे इ, फ, ग तुकडयांना शिकविणे म्हणजे महाकठीण काम आहे, असे सर्वांना वाटते .वेळापत्रकातील तासीकाप्रमाणे मी प्रथम इयत्ता ६ वी ग च्या वर्गात प्रवेश केला, सर्व वर्गांची ओळख करुन घेतली आणि विज्ञान या विषयाचे अध्यापन मी करणार हे देखील जाहीर केले परंतू वर्गात आपसातील बोलणे, कुजबूज चालूच होती. विदयार्थी संख्या ६८ असल्यामुळे वर्ग सहजासहजी

नियंत्रण होत नाही, मुले लगेच एकाग्र होत नाही हे लक्षात आले. आपली वरच्या वर्गाला नियंत्रण करण्याची अध्यापनाची पध्दती इथे उपयोगी पडत नाही हे लक्षात

आले व या ठिकाणी वेगळा प्रयोग करण्याचे ठरविले. मग या तासाला फक्त विदयार्थ्यांची ओळख व त्यांच्या आवडी निवडी विषयी चर्चा केली. व त्यांच्या क्षमता समजून घेतल्या.

दूस-या दिवशी मी इयत्ता ६ वी ग च्या वर्गात प्रवेश केला एका विदयार्थ्याने विचारले, सर, तुम्ही आज काय शिकविणार? मी विदयार्थ्यांना थोडया मोठया आवाजात म्हणालो, 'मी विदयार्थ्यांना कधीच शिकवीत नाही, तुम्हाला ही शिकविणार नाही, एवढेच नाही. तर मी तुम्हाला अभ्यास करायला कधीच सांगणार नाही. व शिक्षा देखील करणार नाही.' हे ऐकल्यावर एकदम सर्व विदयार्थ्यांनी दोन्ही हात वर करुन उभे राहून जोरात हो...

सर! असा मोठठा आवाज केला, व खूप आनंदाने सर्वजण खाली बसले व शांत झाले. सर्वांच्या चेह-यावर एक वेगळीच उत्सुकता होती. असे कसे काय? तेवढयात एक विदयार्थीनी उठून उभी राहीली व म्हणाली सर, मग आमचा अभ्यास? संपूर्ण वर्ग शांत बसला होता. मी म्हणालो, 'तुमचा सर्व अभ्यास मी करणार, तुम्ही कोणीही अभ्यास करायचा नाही. मी अभ्यास करुन येणार व तुम्ही सर्वांनी मला प्रश्न विचारायचे, मग मीच उत्तरे देणार.

पण तुम्हा सर्वांकडे आपआपले खूप प्रश्न स्वतः काढलेले असले पाहीजेत'. मध्येच एक विदयार्थी म्हणाला, कोणते प्रश्न सर? मी त्याला म्हटले पाठातील एक सुरुवातीचे वाक्य वाच! प्राणी व वनस्पती हे सजिवांचे मुख्य दोन प्रकार आहेत. असे त्याने वाचले, मी म्हणालो तुम्ही या वाक्यावर छोटे छोटे प्रश्न कसे तयार कराल? विदयार्थ्यांनी

उत्तरे दिली १) सजीवाचे मुख्य प्रकार किती?   २) सजीवांचे दोन प्रकार कोणते आहेत.? ३) प्राणी व वनस्पती हे काय आहेत? असे विविध प्रश्न विदयार्थ्यांनी सांगीतले. मी म्हणालो, अशा पध्दतीने पहील्या पाठावर कमीत कमी पन्नास प्रश्न तयार करायचे व ते आपल्या वहीत लिहून ठेवा. उत्तरे अजिबात लिहू नका, उदया वर्गात आपल्या विज्ञान च्या तासाला सर्वांना क्रमाने मला प्रश्न विचारण्यास संधी मिळेल व सर्व उत्तरे मी देईन.

दुस-या दिवशी वर्गात मुले माझी वाट पहातच होती. आल्याबरोबर माझे जोरात स्वागत केले. कोणी पन्नास तर तर कोणी साठ, तर कोणी सत्तर असे प्रश्न तयार केलेले होते. शंभर टक्के विदयार्थ्यांनी काही ना काही प्रश्न तयार केलेले होते. सर्वांच्या वहया/ प्रश्न ओझरते पाहील्यानंतर प्रश्न   विचारण्यासाठी

क्रमाणे सर्वांना संधी देण्यात आली . सर्वांना संधी मिळावी म्हणून प्रश्नांना मर्यादा ठेवण्यात आली. प्रत्येकाने दोन तीन प्रश्न विचारायचे! प्रत्येकी विदयार्थ्यांनी दोन तीन प्रश्न विचारले, मी उत्तरे दिली की आश्चर्याने एकमेकांकडे मुले पहात असत. त्यांना वाटायचे आपण कोणताही प्रश्न विचारला की, सर उत्तर देतातच. त्यांच्या दृष्टीने एकापेक्षा एक अवघड प्रश्न त्यांनी विचारले. उत्तर देताच ते विदयार्थी एकमेकांस म्हणायचे कसे काय? सर सगळीच उत्तरे देतात.

मग मी अधून मधून मुद्दामच चूकीची उत्तरे दिली. की दूसरे विदयार्थी सांगायचे सर त्याचे उत्तरे .... नाही ......

आहे. मी म्हणालो माझा अभ्यास आज झालाच नाही, उदया खूप अभ्यास करुन येतो तूम्ही पण यापेक्षा अवघड प्रश्न तयार करुन आणा.

एका पाठावर किमान ५० प्रश्न तयार करण्यासाठी विदयार्थ्यांना एका एका वाक्यावर कितीतरी वेळा विचार करावा लागत होता. यामुळे संपूर्ण पाठ त्यांचा तोंडपाठ झाला होता. दोन दिवस प्रश्न विचारुन झाल्यावर हातात पुस्तक न घेता सारांश रुपाने चर्चा केली. व कधी अभ्यास केला हे त्यांना कळलेच नाही. विदयार्थी आता स्वतःहून म्हणू लागले. सर, तूम्ही आता आम्हाला प्रश्न विचारा? आम्ही पण उत्तरे सांगतो. तास संपल्यावर दररोज विदयार्थ्यांची प्रतिक्रिया असायची सर, उदया लवकर या! अशा प्रकारे माइया ६ वी ग च्या वर्गातील विदयार्थ्यांचे सामान्यविज्ञान तोंडपाठ झाले व अवांतर विज्ञान चर्चेसाठी वेळ मिळू लागला.

वर्षभर सर्व परीक्षेत सर्वांनाच उत्कृष्ट मार्कस मिळाले विज्ञानाची खूप आवड निर्माण झाली. स्वतःहून अभ्यास करु लागले. या प्रयोगामुळे विदयार्थ्यांमध्ये खूप मोठा बदल पहायला मिळाला. अभ्यासाबरोबर शिस्तीची सवय लागली एकाग्रता वाढली. विज्ञानाचा अभ्यास आनंददायी वाटू लागला. अशा प्रकारे प्रत्येक शिक्षक, आपापल्या परीने विविध अध्यापन कौशल्य वापरुन विदयार्थ्यांना आनंददायी शिक्षण देवू शकतो व ख-या अर्थाने विदयार्थी घडवू शकतो.

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समावेशक शिक्षक व धोरणे

प्रा. सौ. मनिषा संजय पाटील. (Pg 138-141)

सहाय्यक प्रा प्रतिभा शिक्षणशास्त्र महाविद्यालय, चिंचवड, पुणे

समावेशक शिक्षण ही महत्वपूर्ण संकल्पना आहे. 'सर्वसमावेशक शिक्षण' ही संकल्पना हळूहळू आपल्याकडे मूळ धरत आहे. कारण प्रत्येक व्यक्तिला शिक्षण मिळावे हा मुलभूत हक्क आहे परंतु असे होत नाही. म्हणून सर्व समावेशक शिक्षण या संकल्पनेचे अपेक्षित स्वरूप साकारतांना शाळांना व शिक्षकांना काही गोष्टीचा नीट ताळमेळ घडविणे आवश्यक आहे.

समावेशक शिक्षण चांगले व दर्जेदार होण्यासाठी समाजाने, शिक्षकांनी, पालकांनी विशेष गरजा असणाऱ्यांबद्दल आस्था, प्रेम, सहानुभूती, जबाबदारी, जिव्हाळा याचे भान ठेवले पाहिजे. तेव्हा चांगला समावेशक समाज बनेल जे उपेक्षित घटक आहेत त्यांना शिक्षण प्रवाहात आणले पाहिजे. प्रसार माध्यमा द्वारे विविध प्रकारे समावेशक शिक्षणाबावत जागरूकता निर्माण करण्याचाही प्रयत्न आहे या हेतुने प्रस्तुत लेख लिहिला गेला आहे.

प्रत्येक मूल ही मानवी संपत्ती आहे. त्या संपत्तीला ओळखून त्यांना जीवन जगण्यास समर्थ बनविले पाहिजे. म्हणूनच प्रत्येक मुलाला त्याच्या गरजा, आवडीनुसार, आपल्याबरोबरीच्या मुलांबरोबर शिकण्याचा हक्क आहे. सामान्य मुलांबरोबरच विशेष गरजा असणाऱ्यांना शिक्षणाची संधी सर्व समावेशक शिक्षणात देण्यात आली आहे. यासाठी सर्व प्रथम आपण सर्वसमावेशक शिक्षण म्हणजे काय ते बघू.

'सर्वांना सहभागी करून घेणारे शिक्षण म्हणजे समावेशक शिक्षण'.

'शिक्षण प्रवाहात सर्वांचा समावेश म्हणजेच समावेशक शिक्षण'.

" समावेशक शिक्षण म्हणजे शिक्षण पध्दतीच्या मुख्य धारेत सर्वांचा स्विकार त्या सर्वांना शिकवितांना सामान्य योजनेत सहभागी करून घेणे म्हणजेच समावेशक शिक्षणाच्या चौकटीत शिकविले गेले पाहिजे हे ओळखणे ही सर्व शिक्षकांची जबाबदारी आहे."(थॉमस १९९१)

Inclusion thus has been defined as the acceptance of all pupils within mainstream education system taught within a common framework and identified as responsibility of all teachers. (Thomes 1991)

या व्याख्येवरून लक्षात येते की प्रत्येक बालकाला शिक्षणाचा अधिकार आहे त्याचा हक्क आहे. शिक्षण हे पूर्णतां समानतेच्या तसेच मानवी हक्क तत्वावर आधारीत आहे.

समावेशी शिक्षणासाठी सात मुलभूत तत्वे [1]

१. सर्व विद्यार्थ्यांना शिकविणे. (Teaching all students)

२. एकाधिक ओळख शोधत राहणे. (Exploring multiple identities)

३. पुर्वग्रह टाळता येणे. (Preventing prejudice)

४. सामाजिक न्यायाला प्रोत्साहन देणे. (Promoting social justice)

५. योग्य सामग्री निवडणे. (Choosing appropriate materials)

६. संस्कृती, धर्म, शिकविणे आणि शिकणे. (Teaching and learning about cultures and religions)

७. योग्य रित्या धडे स्विकारणे व एकत्र करणे. (Adapting and integrating lessons appropriately)

जागतिक स्तरावरील काही धोरणे [1]

१. मानवी हक्काचा जाहीरनामा[1] संयुक्त राष्ट्र संघाने १० डिसेंबर १९४८ रोजी समंत केला. यात मानवाचे मुलभूत हक्क सांगितले आहेत.

- सर्व मानव जन्मताÁस्वतंत्र असून ते सर्व समान आहेत.
- जन्म, सत्ता, संपत्ती, धर्म, भाषा, लिंग, वर्ण, वंश यांच्या आधारे कोणताही भेदभाव करता येणार नाही.
- प्रत्येक व्यक्तीला जगण्याचा, स्वातंत्राचा व संरक्षणाचा अधिकार आहे.
- आर्थिक, सामाजिक आणि सांस्कृतिक अधिकार आणि शिक्षणाचा अधिकार ही आहे.

२. सलमनका निवेदन १९९४[1]

युनेस्कोने स्पेन मधील सलमनका येथे एका जागतिक परिषदेचे आयोजन झाले. त्यात

- प्रत्येक बालकाला शिक्षणाचा मुलभूत हक्क आहे.
- प्रत्येक बालकांमध्ये व्यक्तिभिन्नता आहे.
- शिक्षण व्यवस्थेने बालकाच्या वैविध्यपूर्ण वैशिष्टयांचा विचार केला पाहिजे अशी तरतूद आहे.
- विशेष बालकांना सामान्य शाळेत प्रवेश दिला गेला पाहिजे.
- समावेशक शाळा प्रणाली ही प्रभावी असून त्यांचे सर्वांनी स्वागत करावे.
- कायदे व धोरणामध्ये समावेशक शिक्षणांच्या तत्वांचा स्विकार करावा.
- समावेशक शिक्षणात व्यावसायिक शिक्षणाचा समावेश करावा.

भारतातील धोरणे व कायदे[1]

भारतीय शिक्षण आयोग १९६४[1]६६

डॉ. डी.एस. कोठारी यांच्या अध्यक्षतेखाली दिव्यांग शिक्षणासंदर्भात काही शिफारशी सुचविल्या त्या म्हणजे

- विकलांग विद्यार्थ्याला सामान्य शाळेत दाखल करून घ्यावे .

- तीव्र दिव्यांगाच्या विद्यार्थ्यांसाठी जिल्हा स्तरावर विशेष शाळा उपलब्ध करून द्याव्यात .

- सर्व सामान्य शिक्षकांना दिव्यांग बाबतच्या प्रशिक्षणाची सुविधा असावी .

- स्वयंसेवी संस्थाना दिव्यांग शिक्षणात योगदान देण्यासाठी प्रोत्साहन द्यावे .

- दिव्यांयाच्या पुनर्वसनासाठी योजना तयार करावी .

राष्ट्रीय शैक्षणिक धोरण १९८६[1]

दिव्यांगासाठी एकात्म शिक्षण सुरू झाले . एकात्म शिक्षण योजनेत विविध प्रकार होते . दिव्यांगाच्या प्रकारानुसार बालकांची संख्या कमी जास्त होते त्यांना एकात्म शिक्षण योजनेत सामावून घेणे त्यामुळे अडचणीचे ठरू लागले . सर्व बालकांना यामध्ये सामावून घेणे शक्य ले नाही . १९९२ मध्ये राष्ट्रीय शैक्षणिक धोरणाचे पुनरावलोकन करण्यात आले . त्यात

- प्रशासकीय व्यक्ती व शिक्षकांसाठी मार्गदर्शक कार्यॅम तयार करणे .

- सौम्य मानसिक विकलांग व इतर प्रकारच्या सौम्य दिव्यांग असणाऱ्या बालकांना सामान्य शाळेत सुविधा उपलब्ध करून द्याव्यात हया बाबी मांडल्या .

'राष्ट्रीय अभ्यासक्रम रूपरेषा २०००'-

या रूपरेषेत विशेष गरजा असणाऱ्या बालकांसंदर्भात काही बाबी मांडण्यात आल्या . त्या म्हणजे

- सेवांतर्गत प्रशिक्षणामधून शिक्षकांमध्ये दिव्यांग मुलांच्या गरजांविषयी संवेदना निर्माण करणे .

- विशेष गरजा असणाऱ्या बालकांसाठी पूरक अध्ययन साहित्य विकसित करणे .

- शिक्षकांमध्ये आवश्यक कौशल्य विकसित करणे .

- विशेष गरजा असणाऱ्या बालकांना मदत करण्यासाठी सामाजिक संसाधनाचा वापर करणे व संशोधन केंद्र स्थापन करणे .

राष्ट्रीय अभ्यासॅम आराखडा २००५

राष्ट्रीय शैक्षणिक संशोधन व प्रशिक्षण परिषदेच्या (NCERT) दिनांक १४ व १९ जुलै २००४ ला झालेल्या बैठकांमध्ये राष्ट्रीय अभ्यासॅम आराखडयाची पुनर्रचनेसाठी प्रा . यशपाल यांच्या नेतृत्त्वाखाली राष्ट्रीय अभ्यासॅमाचा मसुदा तयार करण्यात आला . यात विशेष गरजा असणाऱ्या बालकांच्या शिक्षणासंदर्भात ऊहापोह करण्यात आला .

- समावेशक कार्यक्रम किंवा उपक्रम नाही .

- एक सामाजिक जबाबदारी आहे तिचा स्वीकार करावा .

- प्रवेश देत असतांना विशेष गरजा असणाऱ्या बालकांना नाकारू नये .

- विशेष गरजा असणाऱ्या बालकांचा शालेय कार्यक्रमात सहभाग घ्यावा .

शिक्षण हक्क कायदा २००९

भारत सरकारने २६ ऑगस्ट २००९ रोजी बालकांना मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम २००९ हा कायदा केला आहे. त्यातील तरतुदी म्हणजे

भाग ३ कलम ४ राज्य शासन किंवा स्थानिक प्राधिकरणाने बालकांना शाळेत जाता यावे व प्राथमिक शिक्षण पूर्ण करता यावे यासाठी सुरक्षित परिवहन व्यवस्था करणे.

भाग ३ कलम ९ दिव्यांग बालकांना शाळेमध्ये शिक्षण घेणे शक्य नसल्यास अशा बालकांना निवासाच्या ठिकाणी विशेष सुविधांची उपलब्धता करून देणे.

भाग ५ कलम २१ दिव्यांग बालक ओळखणे व त्यांना अध्ययनामध्ये मदत व्हावी म्हणून अध्ययन साहित्य निर्माण करावे. प्राथमिक शिक्षण पूर्ण करीत असल्यासबाबत खातरजमा करणे.

भाग ८ कलम ३४ राज्य सरकार परिषदेवर सदस्य म्हणून विशेष गरजा असलेल्या मुलांच्या शिक्षणाची विशेषीकृत ज्ञान व प्रत्यक्ष अनुभव असलेल्या

व्यक्तीची नेमणूक करणे.

समावेश शिक्षण उपयुक्त असले तरी त्यात काही अडथळे आहेत ते पुढीलप्रमाणे ॱ सामाजिक अडथळे ॱकौटुंबिक अडथळे ॱदैनंदिन गरजा पूर्ण करतांना येणारे अडथळे ॱभौगोलिक अडथळे ॱआर्थिक अडथळे ॱ वैदयकिय उपचाराचे अडथळे ॱन्यूनगंडाची भावना ॱशिक्षकांची मानसिकता ॱशिक्षकांचे प्रशिक्षण ॱप्रशासकिय अडथळे इ.

अशाप्रकारे सर्व समावेशिक शिक्षणासाठी अनेक शासकिय धोरणे व तत्त्वे आहेत यासर्वांची प्रवाही अंमलबजावणी करून सर्व विद्यार्थ्यांना शिक्षणाच्या मुख्य प्रवाहात आणणे हाच उद्देश आहे. यासाठी फक्त शिक्षकच नाही तर समाजातील प्रत्येक घटकाने मोलाचा वाटा उचलून या कार्यासाठी योगदान दयावे.

प्राथमिक शिक्षणातील समानतेसाठी व वधधोरणे, कार्यनीती आ ण सद्यस्थिती

वैशाली एकनाथ रामटेके[1] & प्रो.डॉ. चंचोलीकर के.एल[2]. **(Pg 142-155)**

1 *पी.एच.डी. विध्यार्थी, शासकीयअध्यापक महाविद्यालय (IASE) औरंगाबाद*

2 *शासकीयअध्यापक महाविद्यालय (IASE) औरंगाबाद*

Abstract

मानवी जीवन समृद्ध करण्यासाठी शिक्षणाचे महत्त्व अनन्यसाधारण आहे याबद्दल दुमत नाही आ ण हे सर्व शिक्षणाचा पाया म्हणून प्राथमिक शिक्षणाचे महत्त्व नि र्ववाद आहे जगातील प्रत्येक राष्ट्राच्या जीवनात प्राथमिक शिक्षण ही प्राथमिकता आहे भारतासारख्या विकसनशील देशात अनेक मुले-मुली या प्राथमिक शिक्षणानंतर व वध कारणामुळे शकू शकत नाही तेथे समृद्ध दर्जेदार शिक्षण प्रत्येक मुलाला व मुलीला मळणे ही देशाच्या सर्वांगीण विकासासाठी अत्यावश्यक बाब आहे.

प्रास्ता वक:-

भारतदेशहा व वधतेने नटलेला आहे . भारतात मग सामाजिक , आ थक, सांस्कृतिक, व भा षक व वधता आढळून येते . जेव्हा आपण ठर वले आहे की , सर्वांसाठी समान शिक्षण असावे तर हे पाहणे गरजेचे ठरतेकी , खरंच समाजातल्याप्रत्येक गरजू घटकांपर्यंत शिक्षण पोहोचले आहे का ? शिक्षणासाठी समाजातील मागास मुली , मुले , आदिवासींच्या शिक्षणासाठी शास नाचे व वध धोरणे व तरतुदींचा अभ्यास करणे जरुरी आहे.

या सर्व वं चत घटकांना मुख्य प्रवाहात आणण्यासाठी शासनाने प्राथमिक स्तरापासूनच अनेक तरतुदी केलेल्या आहेत त्यांची अंमलबजावणी केली जाते का? प्रत्येक घटकांपर्यंत शिक्षण पोहोचण्यासाठी कोणत्यायोजना आहेत याचाही अभ्यास करणे जरुरी आहे.

उद्दिष्टे :-

१)प्राथ मक   शक्षणातील समानतेसाठी असलेल्या व वध धोरणांचा आढावा घेणे.

२)प्राथ मक   शक्षणातील समानतेसाठी असलेले योजनांच्या कार्यनि तीचा आढावा घेणे.

३)प्राथ मक   शक्षणातील   समानतेसाठी राब वण्यात येणाऱ्या व वध शैक्ष णक योजनांच्या अंमलबजावणीच्या सद्यस्थितीचा आढावा घेणे.

गरज आ ण महत्त्व

मानवी जीवन सुखीवसमृद्ध करण्यासाठी शक्षणाचे महत्त्व अनन्यसाधारण आहे , याबद्दल दुमत नाही आ ण हे सर्व शक्षणाचा पाया म्हणून प्राथ मक शक्षणाचे महत्त्व नि र्ववाद आहे. जगातील प्रत्येक राष्ट्राच्या जीवनात प्राथ मक शक्षण ही प्राथ मकता आहे . भारतासारख्या वकसनशील देशात अनेक मुले-मुली या प्राथ मक शक्षणानंतर व वध कारणामुळे शकू शकत नाही   त, तेथे समृद्ध वदर्जेदार शक्षण प्रत्येक मुलाला व मुलीला मळणे ही देशाच्या सर्वांगीण वकासासाठी अत्यावश्यक बाब आहे.

राज्यातील प्रत्येक बालकाला शक्षणाच्या मुख्य प्रवाहात आणण्यासाठी, बालकाचा मोफत व सक्तीच्या शक्षणाचा अ धकार अ धनियम   २००९ची देशात   १ए प्रल २०१०पासून अंमलबजावणी सुरू झाली त्यानुसार   ६ते १४वयोगटातील प्रत्येक बालकास शक्षणाचा हक्क प्राप्त झाला आहे.

तरीही आंतरराष्ट्रीय स्तरावरील व वध   स्त्रोताद्वारे मळालेल्या माहितीवरून जगातील १४२ दशलक्ष युवकशाळेत नाहीत.युनेस्को संस्थेच्या (युआयएस) नवीन माहितीनुसार प्राथ मक स्तरावरील सुमारे ६१दशलक्ष बालके शाळाबाह्य आहेत. भारताच्या २००१ च्या जनगणनेनुसार एकूण लोकसंख्या व मागासवर्गीय लोकसंख्या यातील साक्षरतेतीलफरक हा ६५.२ % एवढा होता. शालेय शक्षणाच्या (३०सप्टेंबर २००९)पर्यंत संख्याशास्त्रीय आकड्यानुसार

ई.पहिली ते सातवीपर्यंत वर्गातयेणाऱ्या मुलांची संख्या १,९५,०९,०८४५ एवढीआहे तर मागासवर्गीय मुलांची संख्या ही ३,७३,७८,९३३एवढी आहे.पहिली ते सातवीच्या वर्गातील एकूणमुलांच्या लोकसंख्येच्या १९.१६ टक्के एवढी आहे.

प्राथमिक शिक्षणातील समानतेसाठी शासनाचे विविध धोरणे

स्वातंत्र्यपूर्वकाळः-

भारतीय शिक्षण आयोग (हंटर आयोग) :-

प्राथमिक शिक्षणाची प्रगती इ.स. १८५४ते १८८२ या कालखंडात अपेक्षेप्रमाणे न झाल्याने भारत सरकारने वल्यम हंटर यांच्या अध्यक्षतेखाली १८८२मध्ये एक आयोग स्थापन केला . वूड्च्या खलित्यातील तत्वाप्रमाणे शिक्षणाचा विकास होत आहे की नाही , याचा व विशेषतः प्राथमिक शिक्षणाच्या विकासाचा अभ्यास या आयोगाला सांगण्यात आले होते, तसेच मागासजिल्ह्यात विशेषतः आदिवासींच्या भागात प्राथमिक शिक्षण पोहोचते की नाही हे पाहावे असे सांगण्यात आले.

१९८२च्या किमशनच्या शिफारशीमुळे १९३०-३१मध्ये मुंबई राज्यात या वर्गासाठी स्वतंत्र खाते उघडण्यात आले १९३७डी. स मंगटन यांनी वर्गीकृत जातीसंबंधी व१९४६सालीनांद्रेकर समतीने आदिवासी मुलांच्या शिक्षण संबंधी मोलाच्या सूचना केल्या.

स्वातंत्रोत्तर काळ

१)मुदलीयारआयोग :-

१)१९५२च्या डॉक्टर लक्ष्मणस्वामी मुदलीयार आयोगाच्या शिफारशीनुसार प्राथमिक शिक्षण मातृभाषेतून देण्या विषयी भर दिला जाऊ लागला.

२)चार ते पाच वर्षांचे प्राथमिक शिक्षण असावे.

२)कोठारी आयोग (१९६४-६६)

१)या आयोगाच्या शिफारशीनुसार प्रत्येक १ किलोमीटरच्या अंतरावर प्राथमिक शाळा सुरू करण्या विषयी प्रयत्न होऊ लागले.

२)एकूण अपंग मुलांच्या संख्येच्या   १०% अपंग   वद्याथ्यार्थ्यांना लवकरात लवकर
   शक्षणाच्या सोयी उपलब्ध करून दिल्या पाहिजेत.

३)१०अपंगांना एक शक्षक या प्रमाणात शक्षकांच्या नेमणुका.

४)प्राथ मक शाळेत पुस्तके व शालेय साहित्य मोफत द्यावे.

५)प्रत्येक राज्यामध्ये स्त्री शक्षणाचे स्वातंत्रिविभाग असावेत.

६)आदिवासी मुलांना मोफत वसतिगृह, शष्यवृत्तीअसावी.

७)आश्रम शाळांच्या संख्येत वाढ करावी.

३)राष्ट्रीय शक्षण शैक्ष णक धोरण(डॉक्टर त्रिगुना सेन१९६८) :-

१)प्रत्येक मुलाला चालत जाता येईल एवढ्या अंतरावर प्राथ मक शाळा उपलब्ध
   करून देण्याच्या दृष्टीने आराखडा तयार करणे व तो अमलात आणणे.

२)प्राथ मक क्षेत्रात गळतीवर नापा सीचेप्रमाण कमी करण्यासाठी भरीव मोहीम
   हाती घेणे.

४)अभ्यासक्रमपाठ्यपुस्तक परिक्षण स मती (ईश्वरभाई पटेल१९७७) :-

१) शक्षण आनंददायी असावे . प्राथ मक स्तरावरील मुले   फार काळ शाळेत बसू
   शकत नाही त्या काळापासूनच शक्षण अर्थपूर्ण वाटले पाहिजे.

२)प्राथ मक स्तरावरील पाठ्यपुस्तके फारशी   नसावी त भाषेची पुस्तके पुरेशी
   आहेत.

३)पहिली ते चौथी ला गृहपाठ देऊ नये.

५)शालेय शक्षणसुधार स मती(पार्वतीबाई मलगोंडा १९८४) :-

१)इयत्ता पहिली व दुसरी यांचा अभ्यासक्रम एक करण्यात यावा.

२)प्रत्येक तीन कलोमीटर अंतरावर पाचवी ते सातवीच्या वर्गाची सु वधा असावी.

३)वयवर्षे१४ पर्यंत असणाऱ्या वयोगटातील मुलांना शाळेत टिकवून ठेवण्यासाठी
   मधल्या शाळेच्या जेवणाची योजना सुरू करावी.

६)राष्ट्रीय शैक्ष णक धोरण (१९८६):-

१)खडू फळा मोहिमेअंतर्गत शाळांना कमान सोयी, साधने पुरवली जातील.

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२)प्राथ मक शक्षण सार्वत्रिक होण्यास सार्वत्रिक नोंदणी व १४वर्षापर्यंतच्या मुलांचे शालेय अध्ययन चालू राहील.

३)प्राथ मक स्तरावर कृतिप्रधान शक्षणपद्धती आणा वी. कोणालाही नापास करू नये शारीरिक शक्षा बंद केल्या जातील.

४)नवीन शैक्ष णक धोरणामुळे शाळा सोडून जाणाऱ्या मुलांची समस्या सोड वण्यास अग्रक्रम दिला जाईल.

७)राष्ट्रीय शैक्ष णक धोरणपरिक्षण स मती (आचार्य राममूर्ती १९९०):-

१) शक्षणातील प्रादे शक असमतोल नष्ट करावा.

२) शक्षणाच्या सर्व स्तरावर मुलींच्या आ ण महिलांच्या शक्षणाला प्रोत्साहन द्यावे.

३)समानतासामाजिक न्यायाच्या दृष्टिकोनातून परीक्षा पद्धतीमध्ये सुधारणा करणे.

४)शालेय स्तरावरीलगळती रोखण्याचे निश्चित धोरण आवश्यीक आहे

८) कमान अध्ययन पातळी ठर वण्यासाठी नेमलेली स मती   (प्रोफेसर आर . एच . दवे१९९१)

 कमान अध्ययन पातळी निश्चित केल्यामुळे प्राथ मक शक्षणाची गुणवत्ता वाढवण्यास मदत होईल.

९)राष्ट्रीय शैक्ष णक धोरण परिक्षण स मती(जनार्दन रेड्डी १९९२)

१)प्राथ मक शाळेतील मुली व मुलांचे प्रमाण १:४ ऐवजी कमान १:२ करावे.

२)एक कलोमीटरच्या आत प्राथ मक शाळा उपलब्ध करणे .गळती रोखण्यासाठी अनौपचारिक शक्षणाची सु वधा उपलब्ध करून द्यावी.

३)प्राथ मक स्तरावर सर्व बालकांनी अध्ययन कमान पातळी गाठावे .आ णउच्च शक्षण प्राथ मक स्तरावर ही योजना व्यापक करावी.

४)खडू फळा योजनेचा लाभ उच्च प्राथ मक स्तरापर्यंत पोहोचवावेत.

५)प्राथ मक शक्षणाच्या सार्वत्रीकरणासाठी मॉनिटरिंग पद्धतीमध्ये सुधारणा
करावी.

१०)   ओझ्या वना अध्ययनाकरिता राष्ट्रीय सल्लागार स मती (प्रोफेसर यशपाल
१९९३)

१)प्राथ मक शाळेतील मुलांना गृहपाठ देऊ नयेत.

२) शक्षणाचे माध्यम मातृभाषा असावे.

३)प्राथ मक स्तरावरील वज्ञानांचा जीवनातील वैज्ञानिक घटनांशी संबंध जोडला
पाहिजे.

११) राज्यस्तरीयराज्यस्तरीय बाल शक्षण स मती(राम जोशी १९९६):-

१)बालकेंद्री शक्षण,स्वयं शक्षण हेच खरे शक्षण.

२)आनंदस्वरूप लेखन, वाचन ग णत यांचा भार नको.

३)क्रीडा पद्धतीचा अवलंब करावा , बाल शक्षण कुटुंबांचे वस्तारित रूप असावे
उद्दिष्टानुरूप   कृतिकार्यक्रम ठरवावे.

१२) राष्ट्रीय शैक्ष णक धोरण(प्राध्यापक जे.एस.रजपूत २००१):-

१)प्राथ मक स्तरावर पहिल्या दोन वर्षात पर्यावरण शक्षणाबरोबरच भाषा, ग णत
व इतर वषयांचा समावेश.

२)इयत्ता पहिली व दुसरी मध्ये निरीक्षण व तोंडी परीक्षेद्वारे मूल्यमापन करावे.

भारतीय राज्यघटनेतील शक्षण वषयक तरतुदी

भाग ३मूलभूत अ धकार

अ)समानतेचा अ धकार

१)कलम १४ :-कोणत्याही व्यक्तीस कायद्यापुढे समानता.

२)कलम १५ (१) :- धर्म, वंश, जात, लंग , जन्मस्थान या कारणांवरून राज्य
भेदभाव करणार नाही.

३)कलम १५(४) :- मागासवर्गीय जातीजमातींसाठी स्त्रियांसाठी खास तरतूद.

४)कलम १६ :-सार्वजनिक सेवा योजनांच्या बाबींमध्ये समान संधी क्षमता व आवडीनुसार हक्क.

५)कलम १७ :-अस्पृश्यता नष्ट करणे.

६)कलम २४ :-कारखाने हॉटेल इत्यादीमध्ये १४ वर्षा खालील बालकास नोकरीस ठेवले जाणार नाही.

ब) धर्मस्वातंत्र्याचा अ धकार

७)कलम२८ :- शैक्ष णकसंस्थात धा र्मक शक्षण उपासना यांना उपस्थित राहण्याबाबत स्वातंत्र्य.

८)कलम २८(१) :-पुर्णत: राज्याच्यापैशातूनचालवल्या जाणाऱ्या शैक्ष णक संस्थेत धा र्मक शक्षणनाही.

९)कलम २८ (२) :- पूर्णता खाजगी शाळेत धा र्मक शक्षण दिले जाईल पण वद्यार्थ्यांवर सक्ती केली जाणार नाही.

क)सांस्कृतिक शैक्ष णकअ धकार

१०) कलम २९(१) :-अल्पसंख्यांक समाजाच्या हितसंबंधांचे संरक्षण.

११) कलम २९(२):- राज्याच्या पैशातून चालणाऱ्या शैक्ष णक संस्थेत कोणत्याही नागरिकास संस्थेतप्रवेश.

१२) कलम ३०(१) :-अल्पसंख्यांक समाजाच्या शैक्ष णक संस्था स्थापण्याचा व त्यांचे प्रशासन करण्याचा अ धकार.

१३) कलम ३० (२) :- संख्यांक समाजाच्या शैक्ष णक संस्थांना राज्य सहाय्य करेल.

भाग ४राज्य धोरणाची निदेशक तत्त्वे

१४) कलम ३९ (च):- बालकांच्या निरामय व मुक्त वकासासाठी संधी व सु वधा.

१५) कलम ४० :-शासनव्यवसाय निर्मूलन योजना करू शकते.

१६)   कलम ४५(९३ वी दुरुस्ती) :- बालकांकरिता   (६ते १४)सार्वत्रिक, मोफत व

सक्तीच्या   शक्षणाची सोय.

१७)   कलम ४६ :-अनुसूचत जाती जमाती व इतर दुर्बल वर्ग यांचे शैक्षणक

आर्थिक हित संवर्धन.

१८)   कलम ५१ (क) :-मूलभूत कर्तव्याचे पालन करणे.

भाग १६ वव क्षत वर्गासंबंधी उपबंध

१९)   कलम ३३७ :-आंग्ल भारतीय हिताकरिता शैक्षणक अनुदानाबाबत   वशेष

तरतूद.

२०)   कलम ३४०(१):- मागासवर्गाच्या स्थितीचे अन्वेषण करण्यासाठी आयोगाची

नियुक्ती

भाग १७राजभाषा

२१)   कलम ३४३(१):-संघराज्याची राजभाषा देवनागरी   लपीतील हिंदी असेल.

२२)   कलम ३४४(१)व ३५१ :- राजभाषेसाठी आयोग व संसदीय समतीचे गठण

स्वीकृत १८भाषा

पंचवाषिक योजनेतील तरतुदी

१)पहिली पंचवाषिक योजना (१९५१ ते १९५६)

अ)संपूर्ण देशात शैक्षणक संधीची समानता पुरवण्याचे प्रयत्न.

आ)   स्त्री   शक्षणाच्या सुवधांचा   वस्तार.

२)दुसरी पंचवाषिक योजना (१९५७ ते ६०)

अ)मूलभूत   शक्षण.

आ)   प्राथमिक   शक्षणाच्या   वस्तारीकरणावर भर.

इ)सामाजिक शक्षणाच्या व सांस्कृतिक वकासाच्या कार्यक्रमांचा वकास.

३)तिसरी पंचवाषिक योजना (१९६१-६२ ते १९६५-६६)

अ)वय वर्ष सहा ते अकरा वयोगटातील सर्व मुलांच्या शक्षणासाठी सुवधा

पुरवणे.

आ) मुलींच्या शक्षणाकडे वशेष लक्ष पुर वणारे.

इ) सर्व प्राथ मक शक्षण मूलभूत शक्षणा भमुखकरणे.

ई) शष्यवृत्त्या, मोफत अर्थसहाय्य व इतर महत्त्वपूर्ण योजनांमध्ये वाढ.

४) चौथी पंचवा षक योजना (१९६९ ते १९७४)

अ) सध्याच्या शक्षण व्यवस्थेतील त्रुटी दूर करणे आ ण सामाजिक वकासाच्या गरजांशी त्यांचा संबंध जोडणे.

आ) सक्तीचे व मोफत प्राथ मक शक्षण.

इ) गळती स्तगीतीदूर करणे.

पाचवी पंचवा षक योजना (१९७४ ते १९७९)

अ) सामाजिक न्यायासाठीशैक्ष णक समानता.

आ) गुणवत्ता वकासावर भर.

सहावी पंचवा षक योजना (१९८० ते १९८५)

अ) प्राथ मक शक्षणाचे सार्वत्रिकीकरण.

आ) प्राथ मक व माध्य मक शक्षणाचा वस्तार.

सातवी पंचवा षक योजना (१९८५ ते १९९०)

अ) प्राथ मक शक्षणाचे सार्वत्रीकरणाचे उद्दिष्ट गाठणे.

आ) शक्षणाच्या सर्व स्तरांवर गुणवत्ता संवर्धन आधुनिकीकरण करणे.

आठवी पंचवा षक योजना (१९९२ ते १९९७)

अ) प्राथ मक शक्षणाचे सार्वत्रिकीकरण.

आ) साक्षरता कौशल्य टिकवून ठेवणे.

नववी पंचवा षक योजना (१९९७ ते २००२)

अ) शालेय शक्षणाच्या सार्वत्रिकीकरणाची गती वशेषतः आदिवासी उपयोजना क्षेत्रात डोंगरी व दुर्गम भागात इतर मागासलेल्या वभागात वाढ वणे.

आ) समाजातील दुर्बल घटकाची गोडी निर्माण होण्यासाठी वशेष मोहीम हाती घेऊन प्राथ मक शक्षण स्तरावरील वद्याथर्यांचे गळतीचे प्रमाण कमी करणे.

इ)दुर्बल घटकातील कुटुंबांना आ र्थिक दृष्ट्या सहकार्य देऊन त्यांना प्राथ मिक शिक्षण देण्यासाठी प्रोत्साहन देणे.

दहावी पंचवा र्षिक योजना (२००२ ते २००७)

अ)मागासवर्गीयांचा सामाजिक आ र्थिक आ ण शैक्ष णिक विकास करणे.

अकरावी पंचवा र्षिक योजना (२००७ ते २०१२)

अ)दुर्बल घटकांसाठी मोफत गणवेश, आरक्षणाची योजना.

बारावी पंचवा र्षिक योजना (२०१२ ते २०१७)

अ)सामाजिक शिक्षणाची गुणवत्ता वाढ विण्यावर भर.

प्राथ मिक शिक्षणातील समानतेसाठी शासनाच्या विविध योजना व कार्यनीती.

१)समानतेसाठी शिक्षण देशात शिक्षणाचा समान आकृतीबंध प्रौढ शिक्षण, निरंतर शिक्षण, औपचारिक शिक्षण,

२)बालकाचामोफत व सक्तीच्या शिक्षणाचा अ धिनियम २००९

३)वं चितघटकातील मुलांसाठी महात्मा फुले शिक्षण हमी योजना   १३ ऑक्टो६बर २०००च्या शासन निर्णयानुसार सुरू केलेली आहे.

४) विद्या प्रा धिकरण आ ण युनिसेफच्या संयुक्त विद्यमाने
   www.samata.shikshaहे संकेतस्थळ विक सित करण्यात आले आहे.

५)शालेय पोषण आहार योजना.

६)शाळा नसलेल्या खेड्यात शाळा सुरु करणे.

७)ऊसतोड कामगारांच्या मुलांसाठी शाळा सुरु करणे.

८)अनुसू चित जाती-जमातींच्या विद्यार्थ्यांना शिष्यवृत्ती.

९)मागासवर्गीय विद्या र्थिनींना विशेष शिष्यवृत्ती.

१०)   पुस्तक पेढी योजना.

११)   सा वित्रीबाई फुले दत्तक पालक योजना.

१२)   अनुसू चित जाती जमाती भटक्या व विमुक्त जमातींच्या दारिद्र रेषेखालील मुलींना उपस्थिती भत्ता.

१३) मुलींसाठी स्वतंत्र सैनिकीशाळा.

१४) गरजू / गरीब कुटुंबांना त्यांची मुले अकरा वर्षांची होईपर्यंत निय मत शाळेत पाठ वण्याकरिता उत्तेजन.

१५) सफाई कामगार कातडी   काढणे आ ण   कमावणे यासारख्या व्यवसायातीलकुटुंबातील मुलांना मॅट्रिकपूर्व शष्यवृत्ती.

१६) जिल्ह्याच्या ठिकाणी वस्तीगृहाची व्यवस्था.

१७) आदिवासी मुलांसाठी एकात्मिक बाल वकास प्रकल्पांतर्गत सकस आहार योजना.

१८) युनिसेफ पुरस्कृत बाल शक्षण प्रकल्प.

१९) आदिवासी बोली भाषा प्रकल्प.

२०) आदिवासी शाळा "शाळा समूह" योजना.

२१) आदिवासी ग्रामीण भागातील हुशार वद्याथ्यर्यांसाठी राष्ट्रीय शष्यवृत्ती योजना.

२२) अपंग एकात्म शक्षण योजनेचा जास्तीत जास्त अपंग मुलांना सामान्य शाळातून वशेष शक्षणाची सु वधा उपलब्ध करून देणे.

२३) प्रत्येक जिल्ह्यात निदान एक तरी वशेष शाळा स्थापन करावी.

२४) शाळाबाह्य मुलांना मुख्य प्रवाहात आणण्यासाठी गुणवत्तापूर्ण शक्षण देण्यासाठी ९जानेवारी २०१७पासून बालरक्षक कार्यक्रम सुरू झाला.

प्राथ मक शक्षणातील समानतेसाठी योजनांची सद्यस्थिती

१) "असर"(२०१२) च्या रिपोर्ट नुसार ग्रामीण भागातील   ६ ते १४   वयोगटातील सुमारे ९६ .5 % बा लकांनी शाळेत प्रवेश घेतला   . २०१३ च्या रिपोर्टनुसार मुलींच्या शाळा प्रवेशाचे प्रमाण १९टक्क्यांनी वाढलेआहे.

२) शक्षणाच्या सार्वत्रिकीकरणाचे उद्दिष्ट गाठण्यासाठी भारत सरकारने सर्व शक्षण मोहीम राबवली यात शक्षण हमी योजना, पर्यायी ना वन्यपूर्ण शक्षण,

back to school camp इत्यादी कृतिसंशोधन पर कार्यक्रमांचा समावेश होता.

३)महाराष्ट्रात अतिदुर्गम भागात नवीन प्राथ मक शाळा सुरू करण्यासाठी कमान शंभर लोक वस्ती आ ण एक कलोमीटर अंतर असा निकष करण्यात आला

४)१८ए प्रल २००१ च्या शासन निर्णयानुसार जुलै २००१ पासून वस्तीशाळा सुरू करण्यासाठी संबं धत ग्रामपंचायत , ग्राम शक्षण स मती कंवा त्या गावाने वाडी वस्ती ने वनामूल्य जागा उपलब्ध करून देणे हा निकष आहे.

५)वा षक कार्ययोजना सन २०१८ -१९ मध्ये प्रस्ता वत ६ ते १४ ४४ ,६९८ शाळाबाह्य मुले, संभाव्य स्थलांतर होण्याची शक्यता असलेली ६२,६२३ मुले आ ण सरळ संकेतस्थळावरील ड्रॉप बॉक्स मधील मुले यांची संख्या शून्यावर आणण्याचे आव्हान शक्षण वभागातील सर्व यंत्रणा एकत्र येऊन पेलू शकते.

६)समतामूलक वचारातून बालरक्षकांनी जालना जिल्ह्यातील ५२५७ बालकांचे लोकसहभागातून वना हंगामी वसतिगृहात शवाय स्तलांतर रोखले आहे.

७)बालरक्षकांनी ७५००शाळाबाह्य मुलांना शाळेत आणले आहे.

८)२०१६-१७व२०१७ २०१८ मध्ये एकूणच राज्याचे गळतीचे प्रमाण ०.७६ टक्के ने कमी झाले आहे.

९)२००६ते २००८ या कालावधीत २३,४६,७७४ इतक्या मुलींनी सा वत्रीबाई फुले शष्यवृत्ती चा लाभ घेतला आहे.

निरीक्षण:- वं चत घटकांना शक्षणात मुख्य प्रवाहात आणण्यासाठी, स्वातंत्र्योत्तर काळापासून, आतापर्यंत शासनाच्या व वध योजना आहेत परंतु खालील गोष्टींवरून अंमलबजावणीत उणीव असल्याचे आढळून येते व मुख्य ध्येयाप्रत पोहोचण्यास आपणास उशीर होत आहे.

१)२००१ च्या जनगणनेच्या तुलनेत २००८ पर्यंत साक्षरतेचे प्रमाण ३५% वरून २५% आणण्यासाठी कमीत कमी दरवर्षी १५ दशलक्ष लोकांना साक्षर करणे जरूरी आहे. संख्याशास्त्रीय आकड्यानुसार हे प्रमाण फक्त ७ते ८दशलक्ष आहे.

२)सरासरी आकडेवारीचा वचार केला तर सन २०१४ – १५या वर्षात राज्यामध्ये शाळाबाह्य बालकांची संख्या ६३,४२० असल्याचे आढळून आले आहेत.

निष्कर्ष :- वं चत घटकांच्या शक्षणाकरिता भारतीय सं वधानात शासनाने व वध कल्याणकारी योज नांची अंमलबजावणीकरण्याची नीतीनिर्देश दिलेले आहे त. त्या दृष्टीने शासनाद्वारे सातत्याने व वध स्तरावर, व वधांगी प्रयत्न व वध शैक्ष णक आयोगाची नि र्मती द्वारे अभ्यासकरून , शैक्ष णक धोरणाची आखणी करून, निश्चित कृती कार्यक्रमाची अंमलबजावणी करून केले जात आहेत.स्वयंसेवी संघटना ही याकरिता प्रयत्नशील आहेत . तथा प, आज पर्यंत आपण शक्षणा चेसार्वत्रिकीकरणाच्याउद्दीष्टांपासून लांब आहोत. या दृष्टीने व वध स्वयंसेवी संघटना, कर्तव्य भावनेने काम करणारे अ धकारी, शक्षक यांनी सामुहिक प्रयत्न करणे गरजेचे आहे.

संदर्भसूची

अध्यापक विद्यालयातील प्राचार्य / अध्यापकाचार्यांच्यासाठी सेवांतर्गत प्रशिक्षण, मार्गदर्शन, राज्य शिक्षक प्रशिक्षण मंडळ, महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद(विद्या परिषद), पुणे ३०.

जीवन शिक्षण (मे - जून २०१८) महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद:(विद्याप्राधिकरण), पुणे.

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रमा भोसले, संभाजी भोसले, इरफान इनामदार, सीमा इंगळे, (२००८) , शिक्षण शेत्रातील स्पर्धा परीक्षेची तयारी, फडके प्रकाशन, पुणे.

वाटचाल, सामाजिक न्यायाच्या दिशेने, सामाजिक न्याय व विशेष सहाय्य विभाग, महाराष्ट्रशासन.

वेबसाईट

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सर्व समावेशक शाळांमध्ये राबविले जाणारे कार्यक्रम

प्रा. डॉ. किशोरी उभे [१] **& प्राचार्य श्री. शांताराम पोखरकर** [२] **(Pg 156-160)**
[१]*सहायक प्राध्यापक, श्री. मार्तंड भैरव अध्यापक महाविद्यालय, बालेवाडी, पुणे—४५*
[२]*श्री. म्हा. तु. बालवडकर विद्यालय व कनिष्ठ महाविद्यालय, बालेवाडी, पुणे—४५*

Abstract

सर्वसमावेशक शिक्षण ही अतिशय महत्वपूर्ण संकल्पना असून ती सर्व शिक्षा अभियान कार्यक्रमाचा एक भाग आहे. प्रत्येक व्यक्तिला शिक्षण मिळणे हा तिचा मूलभूत हक्क आहे. त्यामुळे अपंग मुले, व्यक्ती यांना इतरांपेक्षा वेगळे न मानता त्यांना शिक्षण मिळण्यासाठी वेगवेळया योजना अस्तित्वात येत आहेत. अपंग व्यक्ती म्हणजे केवळ समाजाचा भार नसून आधुनिक भारताचा तो देखिल एक आधार आहे म्हणून त्यांना एक जबाबदार नागरिक बनविणे आवश्यक आहे व त्याकरिता समावेशक शिक्षण महत्वपूर्ण ठरते. 'शिक्षणाच्या वेगवेगळया संधी, वेगवेगळया मार्गांनी, पद्धतींनी उपलब्ध करून देणे म्हणजेच सर्वसमावेशक शिक्षण होय.' समावेशक शिक्षणामध्ये उपचारात्मक अध्यापन पद्धती, सांघिक अध्यापन पद्धती, सहाध्यायी अध्यापन/दोस्त प्रणाली, मित्र वर्तुळ पद्धती आणि मिश्र अध्यापन पद्धती इ. अध्यापन पद्धतींचा वापर केला जातो.

प्रस्तावना—

सर्वसमावेशक शिक्षण ही अतिशय महत्वपूर्ण संकल्पना असून ती सर्व शिक्षा अभियान कार्यक्रमाचा एक भाग आहे. प्रत्येक व्यक्तिला शिक्षण मिळणे हा तिचा मूलभूत हक्क आहे. त्यामुळे अपंग मुले, व्यक्ती यांना इतरांपेक्षा वेगळे न मानता त्यांना शिक्षण मिळण्यासाठी वेगवेळया योजना अस्तित्वात येत आहेत. अपंग व्यक्ती म्हणजे केवळ समाजाचा भार नसून आधुनिक भारताचा तो देखिल एक आधार आहे म्हणून त्यांना एक जबाबदार नागरिक बनविणे आवश्यक आहे व त्याकरिता समावेशक शिक्षण महत्वपूर्ण ठरते.

सर्वसमावेशक शिक्षणाचा अर्थ—

'सर्वांना सहभागी करून घेणारे शिक्षण म्हणजे सर्वसमावेशक शिक्षण होय.'

'शिक्षणाच्या वेगवेगळया संधी, वेगवेगळया मार्गांनी, पद्धतींनी उपलब्ध करून देणे म्हणजेच सर्वसमावेशक शिक्षण होय.'

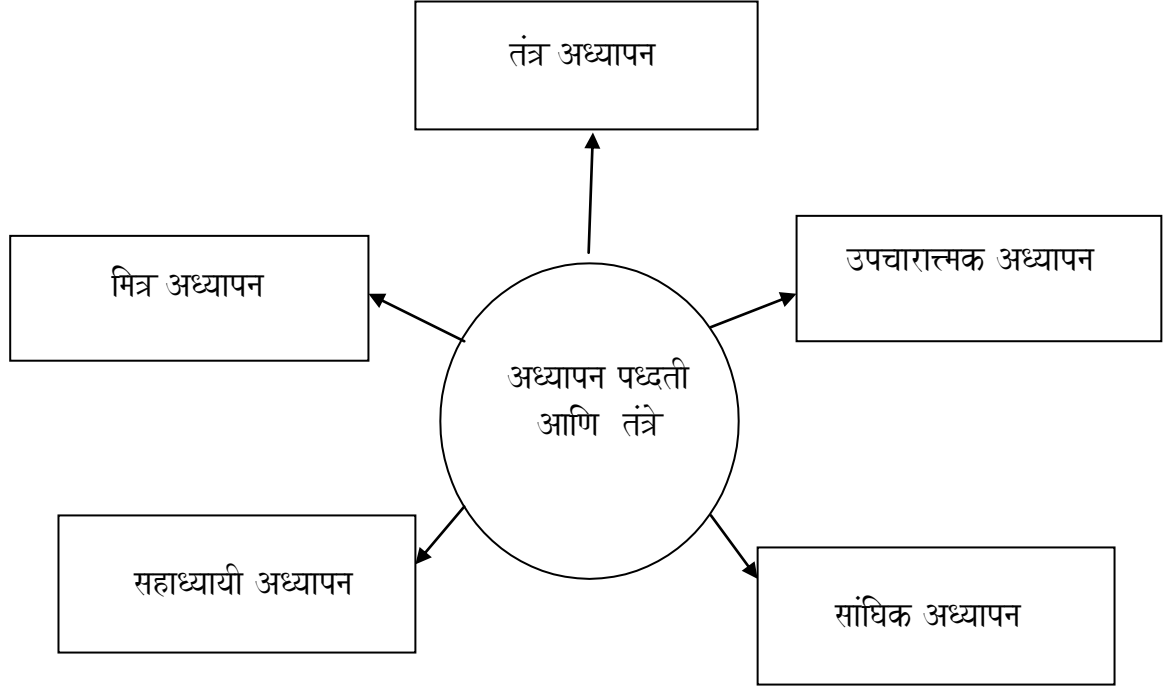सर्वसमावेशक शिक्षणाची उद्दिष्टे—

१. सर्वसमावेशक शाळा सर्व प्रकारच्या मुलांना प्रवेश देते.

२. विशेष गरजा असणाऱ्यांचेही स्वागत केले जाते.

३. शिक्षकांचे मुलांच्या वैयक्तिक प्रगतीकडे लक्ष असते.

४. जास्त विद्यार्थी संख्या असली तरीही उपक्रमामधे सर्वांना सहभाग घेता येतो.

५. कौशल्य विकसनासाठी शाळा त्यांना मदत करते.

६. सामाजिक कार्याची माहिती शाळेत दिली जाते.

७. समस्या निराकरणासाठी सर्व शिक्षकांचा सहभग असतो.

८. मुलांच्या क्षमतेनुसार शिक्षणाची उद्दिष्टे वेगवेगळी असतात.

९. सर्व प्रकारच्या मुलांना शिकविण्याचे अध्यापन कौशल्य शिक्षकाकडे असते.

१०. सर्व प्रकारच्या मुलांना शिकविण्याच्या सुविधा शाळेकडे असतात.

सर्वसमावेशक शिक्षणाची गरज—

१. अपंगाचे पुनर्वसन करण्यासाठी.

२. अपंगाचे सामाजिकीकरण करणे.

३. त्यांना शिक्षणाची संधी उपलब्ध करून देणे.

४. सामान्य मुलांप्रमाणे अपंग मुलांनाही योग्य शैक्षणिक वातावरण उपलब्ध करून देणे.

५. जीवन जगण्यास सक्षम बनविणे.

६. अपंगांना स्वयंपूर्ण बनविण्यासाठी

७. विविध सुविधांची सद्यस्थिती जाणून घेणे.

८. सध्याच्या शिक्षण पद्धतीतील बदलाची माहिती घेणे.

९. योग्य शैक्षणिक वातावरणाची निर्मिती करणे.

१०. शिक्षणाच्या विविध संधी उपलब्ध करून देणे.

११. योग्य ती साधने, तंत्रे, उपकरणे तसेच तज्ञांचे मार्गदर्शन पुरविले जाते.

सर्वसमावेशक शाळांमध्ये वापरल्या जाणाऱ्या अध्यापन पद्धती किंवा तंत्रे—

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│सहाध्यायी अध्यापन │◄───           ───►│ सांघिक अध्यापन │
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१. उपचारात्मक अध्यापन—निदानात्मक अध्यापन पद्धतीमध्ये विद्यार्थ्यांच्या अध्यनातील शोधलेल्या कमतरतांचा शोध घेऊन उपचारात्मक अध्यापन पद्धतीमध्ये त्यामध्ये सुधारणा घडवून आणण्यासाठी उपाययोजनांची अंमलबजावणी केली जाते. त्याकरिता विद्यार्थ्यांकडून जास्तीत—जास्त सराव करून घेतला जातो.

२. सांघिक अध्यापन— सांघिक अध्यापन पद्धतीमध्ये दोन किंवा अधिक शिक्षक मिळून त्यांच्या अध्यापन कौशल्यानुसार अध्यापन करतात. यामध्ये प्रत्येक शिक्षकाच्या अध्यापन कौशल्याचा विद्यार्थ्याला फायदा होतो.

३. सहाध्यायी अध्यापन—दोस्त प्रणाली ही एक प्रक्रिया आहे ज्यामध्ये दोन मित्र एकत्रितपणे एकक म्हणून कार्य करतात. जेणेकरून ते एकमेकांवर लक्ष ठेवण्यास आणि मदत करण्यास सक्षम होतील. ही एक अशी व्यवस्था आहे की ज्यामध्ये दोन व्यक्ती जोडल्या जातात.

४. मित्र वर्तुळ— मित्र वर्तुळ पद्धतीमध्ये मित्रांच्या मंडळाचा समावेश होतो. यामध्ये एक मुख्य व्यक्ती इतर मित्रांना मदत करते. यामध्ये अध्ययन अक्षम विद्यार्थ्यांना मदत करून त्यांना मुख्य प्रवाहात आणण्याचा प्रयत्न केला जातो.

५. मिश्र अध्यापन— मिश्र अध्यापन म्हणजे प्रत्यक्ष वर्ग आंतरक्रिया आणि ई—लर्निंगमध्ये साधने आणि तंत्रे यांचे समर्पक एकात्मिकरण होय. या अध्यापन पद्धतीमध्ये शिक्षक—विद्यार्थी आंतरक्रियेला महत्व असून विद्यार्थी सक्रिय राहतात.

या मध्ये गटचर्चा, सेमिनार, कार्यशाळा, वादविवाद, बुद्धिमंथन, सहभागी अध्ययन अशा तंत्राचा वापर केला जातो.

सर्वसमावेशक शाळांमधील शिक्षकाची भूमिका—

१. विकलांग विद्यार्थ्यांचा प्रकार व त्या विद्यार्थ्यांच्या समस्या जाणून घेणे.

२. विकलांग विद्यार्थ्यांसाठी आवश्यक शैक्षणिक साधनांची सोय करणे.

३. विविध अध्यापन पद्धतीचा अवलंब करावा.

४. विकलांग विद्यार्थ्यांना सतत प्रोत्साहन देणे.

५. विकलांग विद्यार्थ्यांकडे बघण्याचा सामान्य विद्यार्थ्यांचा दृष्टिकोन सकारात्मक बनविणे.

६. विकलांग विद्यार्थ्यांसाठी आवश्यक पोषक वातावरण शाळेमध्ये तयार करणे.

७. विकलांग विद्यार्थ्यांच्या पालकांशी संपर्क साधावा.

८. विकलांग विद्यार्थ्यांसाठी राबविलेल्या कार्यक्रमात पालकांना सहभागी करून घेणे.

९. विकलांग विद्यार्थ्यांच्या प्रकारानुसार मुल्यमापनात बदल करणे.

१०. मुल्यमापनानंतर पालकांशी संपर्क साधणे.

संदर्भ—

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MASTERY LEARNING APPROACH ONE OF THE WAYS TO ENCOURAGE BETTER LEARNING, INCLUSION AND EQUITY IN EDUCATION

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Abstract

"Every child has a different learning style and pace each child is unique, not only capable of learning but also capable of succeeding Robert John MeehanKeeping this in view there are different psychologists have invented theories related to learning Piyaget's theory of child's cognitive development, Ausuble's theory of meaningful learning, Vygotsky's social learning theory and so on are great contributions to understand learning process. These learning theories and understanding of learning theories helped the psychologists and educationists to develop methodologies and innovative practices like constructivism, cooperative and collaborative learning technique, models of teaching, etc. all these innovative methods emphasis on better learning, an active learning of the child. Along with all these innovations in teaching learning process there is one approach which can also be very effective as far and better learning, inclusion and equity is concern that is 'Mastery Learning Approach'. Here in this paper writer intends to study how mastery learning approach is appropriate for better learning, inclusion and equity in education.
Key words: Mastery Learning, Better learning, Inclusion, equity

Introduction:

Mastery learning (or, as it was initially called, "learning for mastery") is an instructional strategy and educational philosophy, first formally proposed by Benjamin Bloom in 1968. Mastery learning maintains that students must achieve a level of mastery (e.g., 90% on a knowledge test) in prerequisite knowledge before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information and then tested again. This cycle continues until the learner accomplishes mastery, and they may then move on to the next stage.

Mastery learning methods suggest that the focus of instruction should be the time required for different students to learn the same material and achieve the same level of mastery. This is very much in contrast with classic models of teaching, which focus more on differences in students' ability and where all students are given approximately the same amount of time to learn and the same set of instructions.

In mastery learning, there is a shift in responsibilities, so that student's failure is more due to the instruction and not necessarily lack of ability on his or her part. Therefore, in a mastery learning environment, the challenge becomes providing enough time and employing instructional strategies so that all students can achieve the same level of learning.

From Wikipedia, the free encyclopedia

A lot of students are bad at math, science, languages, and so on. Once they can't master an exercise or solve a math problem, they give up. They think they are just not born for math. But that is the wrong mindset. Not being able to master a course isn't fixed.

Yes, some students are slower in mastering courses and solving exercises than others, but that doesn't mean they can't learn it. That there's nothing that can be done about it.

Today, learning happens in a classroom, with a lot of other students. The teacher teaches a lesson and goes on to the next one. If a student can't master that lesson or learning material, there are many ways schools try to support those students to catch up. But since every student is more or less on the same time schedule, there's only so much you can do.

At some point, you have to move on to the next topic. Those that weren't able to catch up, will struggle more and more, and eventually fall so far behind it becomes impossible to catch up. Mastery learning aims to change that, primarily by letting go of the concept that everyone is on the same time schedule. It requires more differentiated learning, giving students more time to go over the learning material, giving them extra explanation and support. What would happen then? Yes, he would eventually also master the learning material, just like anybody else. He got there! Does it matter how long it took to get there? Or that he had some trouble on his way up?

What is mastery learning?

Here's how one could explain it. Take a look at learning karate. You start from a white belt. And only when you master those beginner skills, you move on to the yellow belt. That's just the way it goes. And it's the same with learning how to play an instrument.

Mastery learning focusses on mastering a topic before you move on to a more advanced one. That sounds logical, right?

Well, it's absolutely not what we're doing in schools today. We group students together, usually by age and perceived ability and we put them all together at the same pace. Teachers have to follow the curriculum and have to get everything done in one year. I like to think of it as a train. Everyone needs to keep up, because the train rides on.

Students who have difficulties with a topic, will typically continue to have difficulties with related topics in the

future. A student has to master the basics of a course first, before he can build upon that knowledge. Students who fall behind at some point, risk becoming (or even self-identify as) "the weak student". Self-identifying as "bad at X" is particularly bothersome because it's indicative of a closed mindset and it's a self-fulfilling prophecy.

And it aren't only the "weak" students that get more and more behind. Even the students who get 80% on their tests still didn't master 20% of the learning material. So what happens with that 20%? Eventually, those students are also getting stuck somewhere because they need some knowledge of that 20% to move on. This way students start to disengage.

With proper remedial plan teacher can help learners learn better and master.

Mastery learning approach can also help to bringing equity in education let us first understand what is equity and then how mastery learning can help for equity

Equity

Equity recognizes that some are at a larger disadvantage than others and aims at compensating for these peoples misfortunes and disabilities to ensure that everyone can attain the same type of healthy lifestyle. Examples of this are: "When libraries offer literacy programs, when schools offer courses in English as a second language, and when foundations target scholarships to students from poor families, they operationalize a belief in equity of access as fairness and as justice". Equity recognizes this uneven playing field and aims to take extra measures by giving those who are in need more than others who are not. Equity aims at making sure that everyone's lifestyle is equal even if it may come at the cost of unequal distribution of access and goods. Social justice leaders in education strive to ensure equitable outcomes for their students.

Educational equity, also referred to as equity in education, is a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity.

Educational equity depends on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and depend on each other for an educational system's success.

The growing importance of education equity is based on the premise that an individual's level of education directly correlates to future quality of life. Therefore, an academic system that practices educational equity is a strong foundation of a society that is fair and thriving. However, inequity in education is challenging to avoid, and can be broken down into inequity due to socioeconomic standing, race, gender or disability. Educational equity is also based in the historical context of the location, people and structure. History shapes the outcome of individuals within the education system. From Wikipedia, the free encyclopedia

Equity talks about fairness and compensating for disadvantaged peoples misfortunes and disabilities to ensure that everyone can attain the same type of healthy lifestyle.

Educational equity, also referred to as equity in education, is a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity. So fairness in measure of achievement is also provided through Mastery learning approach which support each child to learn as per his capabilities and help to master step by step. Required support is provided and child's mastery over learning is ensured this procedure of mastery learning brings equity in education.

Mastery learning approach also help to attain inclusion in education as emphasis is on involving and supporting every child fairly for mastering, every child is given equal importance so inclusion is automatically followed.

Let us understand what inclusive education is and how mastery learning approach helps to encourage for inclusive education

Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

Inclusive education is carried out in a common learning environment; that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students with intellectual disabilities or other special needs learn in isolation from their peers.

Mastery learning approach assures all stakeholders, community and parents that fair support will be provided for learning of every child. Although mastery learning is one of the aspects to encourage inclusive education, never the less it plays important role in inclusive education.

Conclusion:

Better Leaning, Equity and Inclusion are important aspects to bring in Quality and Excellence in Education system. Mastery learning is one of the approaches which plays important role in attaining Better Learning, Equity and Inclusion in Education.

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RTE ACT (2009) AS A TOOL TO INCLUSIVE EDUCATION IN INDIA

Mrs. Savita Kirange (Pg. 165-167)
"Children who learn together, learn to live together."

Abstract

Human beings are social by instinct who can't live in isolation. We, human beings are an amalgamation of variety, diversity wherein different individualities, mindsets, thought processes, inclinations, interests, cultures, socio-economic backgrounds, languages, abilities, disabilities merge together. So is India a land of diversity, rather a land of unity in diversity. Here, we accept and assimilate our inherent difference. Similar philosophy rests at the heart of Inclusive Education. Inclusive education implies education for all children – children with varied needs and abilities, with and without disabilities, under one roof, in regular classroom setting. It aims to provide accommodating and personalized education to all students in conducive environment – whether children from weaker sections of society, children from disadvantaged groups, average children, children with disabilities or gifted children. Right to Free and Compulsory Education of Children (RTE) Act (2009) and the Amendments in it thereafter serve as a tool for achieving the objective of Inclusive Education.

Keywords: Inclusive Education, Right to Free and Compulsory Education of Children (RTE) Act, elementary education.

"Alone we do so little, together we do so much."

- Hellen Keller

Meaning of Inclusive Education:

Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. It aims at catering to the different needs and requirements of children. It supports the concept of 'education for all'. It brings all students together in one classroom, irrespective of their differences. It seeks to maximize the potential of all children. Inclusive education implies that , "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups." (UNESCO. 2001) Thus, inclusive education addresses learning needs of all children, with specific focus on those who are excluded, marginalized and vulnerable.

Benefits of Inclusive Education:

"It appears that special needs students in regular classes do better academically and socially than comparable students in non-inclusive setting."   McCarty (2006)

1. Social benefits:

Research has proved that the reach of inclusive education reach beyond academics. Here, not just the children with disabilities, but even the non-disabled children are benefitted. They interact with each other and learn to accept their differences. They learn the social skill as well as skill of acceptance.

2. Personalized guidance and academic achievement:
   In an inclusive class, the students are exposed to personalized, tailor-made, need based curriculum. It keeps the children at par with the other class mates.

3. Improvement in Behaviour:
   As the mixed group of children study together as per their needs and abilities, they start accepting and respecting each other. Here, the children with special needs tend to behave appropriately.

4. Removal of social prejudice:
   As a diverse group interacts with each other in educationally conducive environment, students dissolve their differences and start accepting each other. They feel comfortable in their class room.

Right of Children to Free and Compulsory Education (RTE) Act (2009):

'Everyone has the right to education.' This UN recommendation has been reinforced in the provision of the Right of Children to Free Compulsory Education Act (2009). The Government of India has enacted and implemented the RTE act for providing quality elementary education to all, even the children with special needs. RTE mandates Free and Compulsory Elementary Education to children from 6 to 14 years of age, in the vicinity of his or her neighborhood. It has three important aspects – access, enrollment and retention.

RTE Act Provisions:

Government of India has made many policies for betterment of educational facilities of children. Most of the policies are 'Inclusive' in nature. RTE Act is one of such enactments that has made so many provisions for inclusive education in India. These provisions are as below:

1. Right of Children to Free and Compulsory Education-
   As per the Act, every child of the age of six to fourteen years has the right to avail and complete the elementary education.

2. No child is liable to pay in Fees, expenses which may prevent the child from pursuing the elementary education.

3. Children with Disability, Severe Disability, Autism, Cerebral palsy, Mental Retardation etc. have the same rights to pursue free and compulsory elementary education.

4. Special provisions for children not admitted to, or who have not completed elementary education – if a child above the age of six years, has not been admitted to school or though admitted, could not complete his or her elementary education, then, he/she will be admitted in a class appropriate to his/her age.

5. Right of Transfer to other school- if the school where a child is enrolled in , doesn't have the provision of complete elementary education, the child can seek admission or transfer in other school.

6. No capitation fee and screening for admission.

7. Proof of age for admission – no child will be denied admission for lack of proof of age.

8. No denial of admission- no child will be denied admission, if the admission is sought subsequent to end of admission process.

9. Prohibition of holding back and Expulsion – No child admitted in a school will be held back in any class or expelled from school till the completion of elementary education. As per the Amendment in January 2019 in RTE Act, the children can be held back in Std 5ht and 8th, if the performance is very poor even after taking a re-test.

10. Prohibition of Physical punishment and mental harassment – no child shall be subjected to physical punishment or mental harassment.

11. Provision of Reservation of Seats- every school in the State shall reserve the seats for admissions, to the extent of 25% of its strength of std 1st.

12. Grievances and Redressal – any parent or the guardian aggrieved by the action of the school, may file a complaint in writing to Education officer or State Commission for protection of child rights.

The above Provisions in RTE Act are the key components of Inclusive Education in India. RTE Act is the tool to achieve the objectives of Inclusive Education.

Conclusion:

We can't reach "Education for All" without children with disabilities and other diverse needs. We need to take all varied learners into fold for achieving the goal of inclusive education. Government of India has made many policies for betterment of quality education of our children. RTE Act (2009) is just one of such policies, which works as a tool for fulfillment of the objective of inclusive education.