



SWAMY VIVEKANANDA  
VIDYA SAMSTHE (R), SHIKARIPURA

# Innovative Pedagogy And Effective Teaching-Learning To Promote NEP-2020

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**SUB THEM: 2. BLENDING THE TECHNOLOGIES FOR QUALITATIVE LEARNING**

**BLENDING LEARNING - ITS IMPORTANCE AND PERCEPTION**

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**Abstract:**

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. By including a virtual environment, learning is not limited to a physical classroom. Learning can happen in long periods, in bits and pieces, from home, from a coffee shop, or during a lunch break, depending on what works for your schedule. Blended learning allows increased flexibility, as it enables anytime anywhere learning. It eliminates the need to attend class, which allows a further geographical reach. Current literature focuses on Blended Learning - Its importance and Concept. This paper focuses on the current situation of Blended Learning and its future.

**Keywords:** Blended Learning, Education, Internet, Technology, Teacher and Students.

**Introduction**

The definition of blended learning is a formal education program in which a student learns: At least in part through online learning, with some element of student control over time, place, path, and/or pace; At least in part in a supervised brick-and-mortar location away from home; And the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. In the concept of blended learning, generally, three main delivery modes exist face-to-face, flexible, and distance learning. Importantly, learning technology applies to all three modes; technology can be used to:

- enrich traditional face-to-face teaching
- enhance existing flexible forms of delivery
- Increase the level of engagement and social presence of students studying at a

distance. In each delivery mode, technology can be used to blend the best of conventional teaching with online forms of learning.

**1. Blended Learning Models.**

The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation

**A. Rotation model** — a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework assignments.

- **Station Rotation** — a course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.
- **Lab Rotation** — a course or subject in which students rotate to a computer lab for the online-learning station





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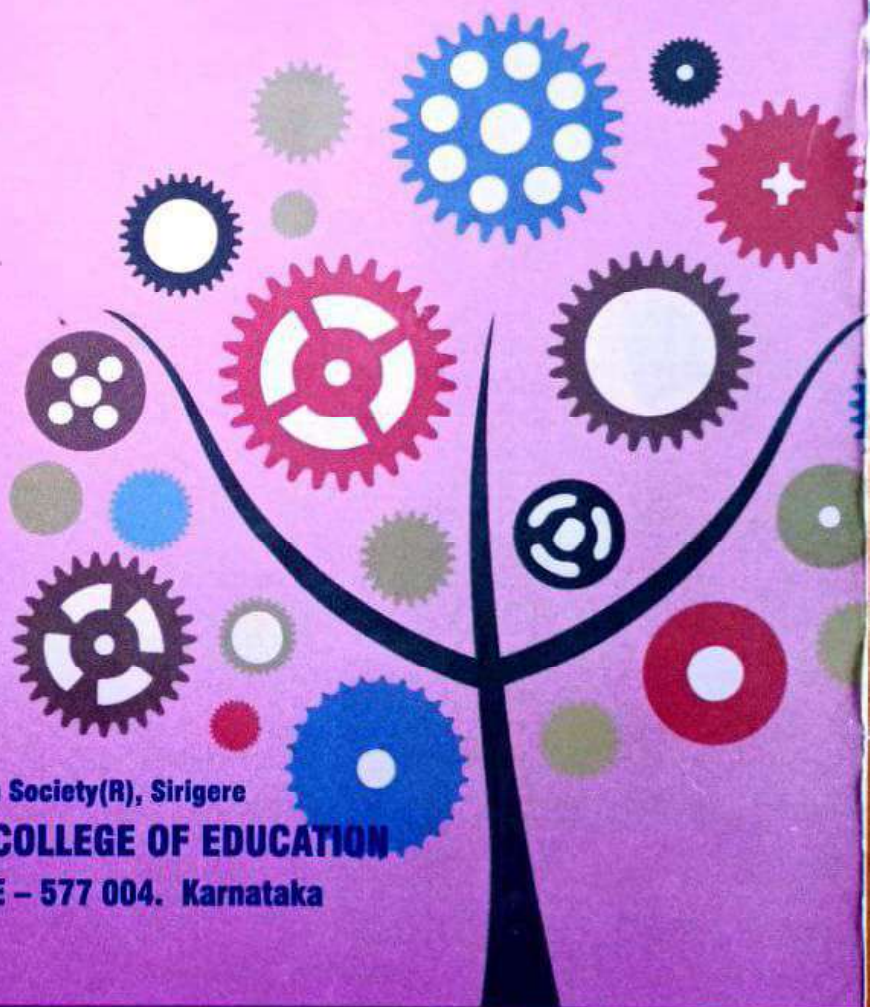
# CONTINUOUS AND COMPREHENSIVE EVALUATION

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# DIAGNOSTIC TESTING & REMEDIAL TEACHING

Nagendrappa S., Dr. Shivakumar, G.S

## Introduction

### Diagnostic Testing

School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Among various measures that have been adopted to expand the provisions for realizing the goal of Universalizing elementary education, the National Policy of Education had made several recommendations to improve the quality of school education. The recommendations include the child-centered approach improvement in the quality of education through reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning, and emphasis upon continuous and comprehensive evaluation.

Concept of Continuous and Comprehensive Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. As testing evaluation is also concerned with identification of learning experiences and educative environment to produce changes in the learner's behaviour. It involves information gathering, information processing, judgment forming, and decision-making. In recent years, there has been a growing concern for improving the quality of achievement of all students at elementary level

After completing a particular unit/topic you conduct a test to assess the achievements of learners. After evaluation you draw some conclusions and you find that some of the students have fared very well and a particular group of students have achieved below your expectations. Now you will have to find out the causes for this low achievement or slow learning. There would be certain reasons for this low achievement. Now it is very essential to find out the particular area where the difficulty lies or the particular concept where the learner commits errors.

To locate and identify the areas of learning. After identifying the areas of difficulties leads to Diagnostic Testing. where the error lies, you have to find out the reasons due to which the particular child/group of students have not responded well. At this stage you have to play the role of a doctor. If a patient visits the doctor's clinic he suggests different tests relevant to the symptoms observed by him. After getting reports he is in a position to identify and diagnose the disease and then prescribe the medicine for Likewise, as a teacher, you have to first identify and locate the area where the error lies. The process adopted for this purpose in educational situations is known as Diagnostic Testing. The process of determining the causes of educational difficulties is known as educational diagnosis. The scope of educational diagnosis is much larger than the use of tests and examinations. It is not proper to limit the scope of diagnosis to locating the causes that interfere with the ordinary academic prognosis of the pupils.

### Importance of Educational Diagnosis

A satisfactory level of diagnosis can be reached when the teacher has gained sufficient insight into the nature of the child's problem and enables him/her to plan appropriate corrective instruction. To a great extent, this will be determined by the complexity of the individual problem. For attaining maximum effectiveness in teaching, diagnosis of a child's learning difficulties should be made as early as possible. When the nature, extent and causes of a child's retardation and acceleration are known, together with data on his or her capacity for learning, effective developmental or corrective teaching can be planned.

Suggested two major aspects of diagnosis in teaching.

- (1) Determination of the extent to which desirable educational objectives are achieved.
- (2) Identification of factors that may be interfering with the optimum growth of the individual.

### Stages Of Preparation Of a Diagnostic Test

- (i) Planning
- (ii) Writing items





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# **Inclusion and Qualitative Expansion in Education**

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**INCREASING ACCESS TO EDUCATION****INCLUSIVE EDUCATION IN INDIA; A FUTURE TREND**

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**Abstract**

*Inclusion refers to "the right to belong to the mainstream"; leaving behind the idea that only a few learners have "special needs". The social model of inclusion rather suggests that all students as individual learners present their own peculiar characteristics and have their own specific educational needs. Equity and social justice in secondary schools touch on the needs of all students. 10% of the world's population lives with a disability, and 80% of these people with disabilities live in developing countries. The services available for people with disabilities differ widely between developed and developing countries. The success of inclusive education programs depends on a number of variables. One such variable, and perhaps the most important one, is the regular classroom teacher. The nature of their work has undergone tremendous change since the implementation of inclusive education programs in India. Few issues in education generate more discussion, confusion, or apprehension than the topic of inclusion. Studies suggest that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition, or background.*

**Introduction**

When the students with special needs are incorporated into the main class room and they learn along with normal children, it is called inclusive education. In inclusive education, all students get an opportunity to access high quality education from professionally trained teachers and they spend their time generally with non-disabled students. It was not long ago that the disabled children or the special children were treated as unwanted children and were kept away from the main stream children. They were provided education in special schools meant for disabled children. Over a period, there has been a major shift in this thinking. The schools have been directed to admit children with the main stream children (unless there are convincing reasons for not doing) so that their social, emotional growth is not hampered. Inclusive education ensures that students with mental, physical or learning disabilities receive education in their least restrictive environment. The assessment for these students is carried out keeping in view their disabilities which at times differs from the assessment of normal children.

**Why Inclusive Education**

UNESCO (1994) states that 'All children learn together, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuing quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities'.

**Govt. Initiative for Inclusive Education**

A number of initiatives have been taken in India to promote the integration of children with disabilities. These are:

- Integrated Education of Disabled Children (IEDC), 1974;
- Project Integrated Education of the Disabled (PIED), 1987;
- The Rehabilitation Council of India Act(1992),
- Persons with Disability Act (1995),
- National Trust Act (1999) have been enacted and implemented at both the Central and State level.

The 1995 Act on The Persons with disabilities is a landmark Act for the inclusion of differently able children in the mainstream. There is a mention about the educational provision for disabled children even in The National Policy of Education (1986) and the Plan of Action (1992). At present, the disabled children are taught in special schools meant especially for them or in normal schools with normal children by main streaming them. As many as 1.24 Lakh students have been integrated in 20,000 mainstream schools under the scheme of Integrated Education for disabled children of the Ministry of HRD. The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

Over 14 lakh students with disabilities have been enrolled at the elementary level under the Sarva Shiksha Abhiyan. Despite these efforts, still a vast number of students with disabilities are not able to have access to education. As

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