



Department of Collegiate Education

GOVERNMENT FIRST GRADE COLLEGE

Soraba - 577429, Shivamogga-Dist.

(Affiliated to Kuvempu University)



**One Day National Level Conference
(Multi disciplinary)**

Socio-Economic Development of Women in Globalised Era

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54. Problems of working class women in organized sector	254
Dr. Suchithra S.R	
55. Women Empowerment and Advertising: Identifying liberated spaces created by “Ariel’s #Share the load campaign in India”	257
Chandan Raikar	
56. Impact of Globalisation on Economic Empowerment of Women in India	263
T.V. SUNDARAMMA	
57. The Constitutional Provision for Women in India	270
Sri C.R Dudihalli	
58. The Emerging Role of NGOs in Rural Women Empowerment of India: An Assessment	273
Tripuramaheshwara. M.	
59. Empowering Women Through Entrepreneurship Development In Emerging Economies	276
Basavarajappa. U. K.	
60. Diffusion of Innovation – A Success Mantra for Budding Women Entrepreneurs	281
Shashirekha B V	
61. Emancipation of Women in India	286
Dr. Shobha, Dr.H.C.Hemamalini	
62. Women in Writings of Rabinranath Tagore	289
Vijayalakshimi Danaraddi	
63. Political Participation of Women: Some Issues and Challenges	292
Sri. Shivanna, Shivarudrappa H.S	
64. Women Empowerment in 21st Century	295
Ravi H	
65. Women Empowerment Through Education	300
Dr. Kiran Kumar K S	
66. Theme of Emancipation of woman in A Doll’s House and Kamala	303
Smt. Asha Sadashiva Goudar	
67. Women Empowerment through Education	305
Dr. Veerendrakumar Wali S	
68. Women and Literature – Voices Across Ages	310
Dr. Adithya Adiga A.G.	
69. The Legacy of Gender-Bias	314
Sowmya B V	
70. Women and Micro-Finance	319
Prof. R. Antony , Dr. Srikantamurthy M.R.	
71. Role of Micro Finance in empowerment of women	328
Dr Praveen.R.Shindhe,	
72. Stress Management of Working Women	

Women Empowerment Through Education

Dr. Kiran Kumar K S¹

Introduction The universal right to elementary education for growth and development of nation has been well conceived all over the world. Providing free and compulsory education to all children of age group 6-14 yrs is a Constitutional mandate. However, more than six million children in our country are not attending the primary school and nearly two third of these children are girls. The share of girl's enrolment is much lower than that of boys' at elementary level (46.42 per cent). Since independence, though girls participation has increased many folds at elementary level (from 22.1 percent in 1950-51 to 46.42 per cent in 2004-05) but not much significant impact in girls share has been noticed in total enrolment over five years (from 42.3 per cent in 2000-01 to 46.42 per cent in 2004-05). Without education it is a difficult task on the part of women to exercise their rights and meet their aspirations. Hence, there is the need to empower women in the society for the social development and reconstruction. Mahatma Gandhi has rightly advocated for the "women empowerment" and said that *"of all the evils for which man has made himself responsible, none is so degrading, so shocking or so brutal as his abuse of the better half of humanity to me, the female sex, not the weaker sex. It is nobler of the two, for it is even today the embodiment of sacrifice, silent suffering, humility, faith and knowledge."* Therefore, he was in favour of educating women and giving them all freedom which men enjoy. The Constitution of India not only grants equality to women, but also empowers the state to adopt measures of positive discrimination in favour of women. Empowerment of women has been recognized as the central issue in determining the status of girls children in family and society as well.

Empowerment –Conceptual Framework The empowerment of women in India has been obstructed for centuries owing to various reasons amongst which the initial blow was in the form of depriving women from basic educational facilities. Beginning with the Rig Vedic period (Singh, 2004) Indian women were denied political powers. The origins of the concept of empowerment go back to the civil rights movement in the USA in the 1960. It has since then been interpreted differently and filled with new meanings and is today used in such different sectors as business, social work, development discourse and by advocates of very different political agendas. The different definitions of empowerment range between defining it as a largely individual process of taking control of and responsibility for one's life and situation, and defining it as a political process of granting human rights and social justice to disadvantaged groups of people. The commitment was operationalised and formulated into a clear action plan at the Fourth World Conference on Women in Beijing 1995 where Governments committed themselves to the "empowerment and advancement of women, including the right to freedom of thought, conscience, religion and belief, thus contributing to the moral, ethical, spiritual and intellectual needs of women and men, individually or in community with others and thereby guaranteeing them the possibility of realizing their full potential in society and shaping their lives in accordance with their own aspirations."

Different Levels of Empowerment We have to relate empowerment at three levels: empowerment on the individual, group, and societal/ community- level and the interaction between these. The individual level deals with individual women's abilities to take control over their lives, their perceptions about their own value and abilities, their abilities to identify a goal and work towards this goal. The group level deals with the collective action and sense of agency that woman experience together, in a group. The societal level deals with the permissiveness of the political and social climate, the societal norms and the public discourse on what is possible and impossible for women to do, how women should behave etc. Women who are empowered on an individual level will most likely go on and affect the other levels. Empowerment on a group level e.g. women organizing around a particular need is likely to have effect on the individual empowerment of the women in the form of increased self esteem and sense of agency.

Historical Background of Women Empowerment in India In early Vedic period Women enjoyed equal status with men. Rigved & upnishads mention several names of women sages and seers notably Gargi & Maitrey. However later the status of women began to deteriorate approximately from 500 B.C., the situation worsened with invasion of Mughals and later on by European invaders. Some reformatory movements by Guru Nanak, Jainism, Rajaram mohan Rai, Ishwarchandra Vidya Sagar, Pandita Rama Bai and others did give some relief. It is not that Britishers didn't do any thing for improving the condition of women. Some laws were enacted such

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an "Abolition of practice of Sati", Widow Remarriage Act 1856 etc. The real change came after independence. Constitution of India guarantees equality to women (Article 14). There are other articles too which ensure rights of women e.g. no discrimination by the state [article 15(1)] equality of opportunity (Article 16) etc. Feminist activism picked up momentum in India during later 1970's. Later on Many groups and NGO's have been working for the Empowerment of women.

Steps Undertaken in India for Women Empowerment The Constitution Framers were very much conscious of the problem of women empowerment hence they ensured that the Principle of Gender Equality is enshrined in the Indian Constitution in its Preamble, Fundamental duties and Directive Principles. The various articles mentioned in the earlier paragraph are meant for ensuring gender equality. Moreover the Constitution also empowers the states to adopt measures of positive discrimination in favour of women. The real impetus for this movement was gained when under the Priministership of Mrs. Indira Gandhi, a scheme known as Indira Mahila Yojana was launched, UNDP also incorporated issues of women upliftment as Primary objective. Various Schemes were later on launched for the empowerment of women such as Rashtriya Mahila Kosh, Mahila Samridhi Yojana, Self help groups at Panchayat level and many more. The establishment of National Women's Commission and State Women's Commissions were important milestones in the direction of Women Empowerment in India. The National Policy for the Empowerment of women (2001) was an important step taken by the Government of the time for accelerating the pace of women empowerment. It also visualizes strengthening partnership with Civil Society, particularly Women's organizations. States have also taken various measures for empowerment of women.

Why is there still a Need for Women Empowerment? Inspite of the various measures taken up by the government after Independence and even during British rule the Women haven't been fully empowered. We may be proud of women in India occupying highest offices of President, Prime Minister, Lok Sabha Speaker, Leader of the Opposition or women like Ms. Chandra Kochar occupying highest positions in the Corporate Sector but the fact remains that we still witness dowry deaths, domestic violence and exploitation of women. The female foeticide is not an uncommon phenomenon. The male female ratio though improved over last few years is still far from satisfactory. It is 940 women per 1000 men for India in some states it is as much lower as 877. These are the states where female foeticide is maximum. The female literacy rate is also lower than the male literacy rate.

The Urban elite class women have no doubt been benefitted by the efforts of women empowerment. Dr. Dashrath Bhuyan in his article titled "Empowerment of Indian Women : A challenge of 21st century" writes "Women are being brutalized, Commodified, materialized and subjected to inhuman exploitation and discrimination" Inspite of reservation being granted to women in Panchayat elections after 73rd and 74th Constitution amendment, in many Panchayats the male Chavinism does not allow them to function independently.

Globalization Globalization has presented new challenges for the realization of the goal of women's equality, the gender impact of which has not been systematically evaluated fully. However, from the micro-level studies that were commissioned by the Department of Women & Child Development, it is evident that there is a need for re-framing policies for access to employment and quality of employment. Benefits of the growing global economy have been unevenly distributed leading to wider economic disparities, the feminization of poverty, increased gender inequality through often deteriorating working conditions and unsafe working environment especially in the informal economy and rural areas. Strategies will be designed to enhance the capacity of women and empower them to meet the negative social and economic impacts, which may flow from the globalization process.

Social Empowerment of Women Programmes for checking the spread of sexually transmitted diseases like HIV / AIDS and infections / communicable diseases like T.B. need to be launched. Women face high risk of malnutrition hence focussed attention would have to be given to meet the nutritional needs of women at all stages of their life cycle. The problem in the country is serious about the women belonging to disadvantaged groups. They are the most exploited lot. The Social activist should keep a vigil on the atrocities committed on women belonging to weaker sections and help them to fight the legal battle for obtaining justice. Schemes need to be introduced for helping women who are victims of marital violence, who are deserted and those engaged in sex professions. Awareness programmes need to be organised for creating awareness among women especially belonging to weaker sections about their rights.

Government has to be vigilant for ensuring that there is no discrimination against the girl child and her

ABOUT THE INSTITUTION

Government First Grade College, Soraba is an institution, affiliated to Kuvempu University. The college was started in the year 1985 with two UG Programmes - Arts and Commerce. The College has been accredited with C grade by NAAC and recognized by UGC under the category 2(f) and 12(B). Now, the college totally offers five programmes including Business Management (BBA), Science (B.Sc.) and BCA. To carry out academic curricular, co-curricular, and extra-curricular pursuits, the college possesses well equipped and well maintained infrastructure. Our institute is spread over an area of 13 acres. The college campus is modern and well equipped for all the necessary academic pursuits. This college offers a large number of special opportunities for students.



ABOUT THE CONFERENCE

Throughout history, the central role of women in society has ensured the stability, progress and long-term development of nations. Globalization has brought both fears and hopes to the people of the world. It has had different effects on the various communities of developed and developing countries, cities, suburbs, men and women. The impacts of globalization on women are more prevalent and more complicated. Today, the median female share of the global workforce is 45.4 percent. Women's formal and informal labor can transform a community from a relatively autonomous society to a participant in the national economy. By expanding mass communication Medias, globalization has also boosted women's awareness level so that they have better chance to prove themselves and have more chances for selection as well. NCWE 2019 aims at bringing masses to discuss on various issues in social and economical development of women in globalized era.

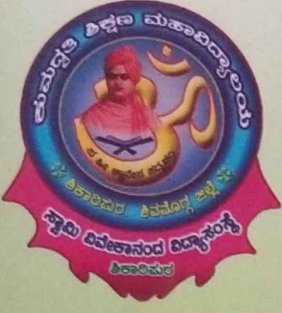
“Rural women play a key role in supporting their households and communities in achieving food and nutrition security, generating income, and improving rural livelihoods and overall well-being.”

- UN Womenwatch Organization

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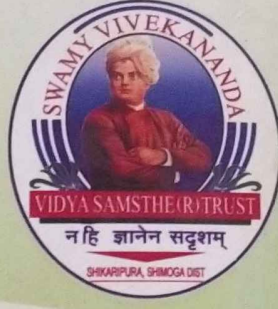
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Inclusion and Qualitative Expansion in Education

Dr. Jayashree V. Rakkasagi
Sri. Devaraja Y.
Sri. Nagendrappa S.

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17.	CHALLENGES/TEACHERS FACE IN IMPLEMENTATION OF INCLUSIVE EDUCATION IN SCHOOLS Dr. Roopashree.B.J.	74
18.	EDUCATION OF DEPRIVED SOCIAL GROUP-A CASE FOR INCLUSION OF TRANSGENDER STUDENTS Dr. Roopamala R. Koneri. , Dr. A. Srinivasacharlu.	78
19.	EFFECT OF ONE TEACH AND ONE ASSIST METHOD ON ACADEMIC ACHIEVEMENT OF LEARNING DISABILITY OF PRIMARY SCHOOL STUDENTS Dr. Manjula K.	84
20.	PROMOTING INCLUSIVE SOCIETY THROUGH INCLUSIVE EDUCATION- POSSIBILITIES & CHALLENGES. Dr. Manjunath H.P.	88
21.	EDUCATION OF THE DEPRIVED SOCIAL GROUP Dr. Anthony Paul Raj.	90
22.	IMPLEMENTATION OF INNOVATIVE METHODS OF TEACHING-LEARNING ENGLISH LANGUAGE FOR SOCIALLY DEPRIVED CLASS: WITH REFERENCE TO HEARING IMPAIRED LEARNERS Yuvaraj .N.	95
23.	EMPOWERMENT OF THE SOCIALLY DEPRIVED GROUPS Haleshappa. T.,	98
24.	CHALLENGES OF INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO TEACHER EDUCATION Santhosh Albert Saldanha	102
25.	CHILD SEXUAL ABUSE AND THE ROLE OF POVERTY Lavanya C.E., Dr. S.S.Patil.	105
26.	INCLUSIVE EDUCATION : IMPLEMENTATION, ISSUES AND CONSTRAINTS G.M.Sunagar	108
27.	EDUCATION OF THE DEPRIVED/MARGINALIZED GROUPS Vijayalaxmi N Kenganal.	111
28.	QUALITY CONCERNS IN INCLUSIVE TEACHER EDUCATION Sri. Ravindranath D. B.	115
29.	DEPRIVATION AND EDUCATION Vijayalaxmi S Pawar., Prof. V.V.Malagi.	117
30.	ವಲಸೆ ಪೋಷಣೆ ಮತ್ತು ಹೆಚ್ಚಿನ ಜನಾಂಗದ ಪೋಷಣೆ, ಮಕ್ಕಳ ಶೈಕ್ಷಣಿಕ ಆಕಾಂಕ್ಷೆಗಳು” - ಒಂದು ಅಧ್ಯಯನ ಕೋಟೋಬೆರಾಪ್ ಆರ್.	120
31.	CONSTITUTIONAL PROVISION FOR INCLUSIVE EDUCATION IN INDIA Dr.Kiran Kumar K.S., Dr. S.S. Patil.	122

IV. PROMOTING EQUITY IN DIFFERENT DISCIPLINES OF EDUCATION

32.	PROMOTING PUBLIC-PRIVATE PARTNERSHIP IN QUALITATIVE EDUCATION Dr. Nirmala.G.Battal.	126
33.	STUDY ON INCLUSION OF YOGA IN EDUCATION Lalithamba.R.	129
34.	USER EDUCATION AND INFORMATION LITERACY IN ACADEMIC LIBRARIES Vishwanatha G., Rajunaik S.	131
35.	IMPORTANCE OF SELF CONFIDENCE IN VOLLEYBALL PLAYERS Kum Rajeshwari G Konnur.	135
36.	EFFECT OF YOGIC EXERCISES ON SELF CONFIDENCE LEVEL AMONG ON COLLEGE STUDENTS Kum.Annapurna.M.Hiremani.	138

95. **INNOVATIVE TECHNIQUES OF TEACHING LEAD TO THE ENHANCEMENT OF COMMUNICATION SKILLS**
R. Vedha 337
96. **NEW TRENDS AND CHALLENGES OF TEACHER EDUCATION**
Mrs. Sharda Kumari Parihar, Dr. Sushma R. 338
97. **A STUDY OF SOCIAL INTELLIGENCE OF UNIVERSITY STUDENTS**
Surekha K. Bandi, Dr. Venkoba Narayanappa 343
98. **ನಕಲು, ಬೋಧನಾ ಪದ್ಧತಿ**
ಬಸವರಾಜ ಎಸ್. ಹಿರೇಮಠ 345
99. **INCLUSION AND QUALITATIVE EXPANSION IN EDUCATION.**
Dr. Raju. G 347
100. **A STUDY ON CONSTRUCTION AND VALIDATION OF SELF-INSTRUCTIONAL MATERIAL (SIM) IN TEACHING OF HINDI AT THE B.ED. LEVEL**
Smt. Sunita B. Tewari. 352
101. **INNOVATION IN THE TEACHING LEARNING PROCESS: NEWSPAPER AS AN UNCONVENTIONAL MATERIAL IN THE CLASS ROOM.**
Muruli T.S. 357
102. **ICT FOR INCLUSIVE CLASSROOM**
Dr. Dinesh M.K., Dr. Kiran Kumar K.S. 360
103. **EFFECTIVENESS OF MULTIPLE INTELLIGENCE TEACHING STRATEGY ON REFLECTIVE THINKING OF PROSPECTIVE B.ED TEACHERS**
Dr. Femila Pangat, Susheelambal .M.N. 363
104. **DIFFICULTIES FACED BY THE KANNADA MEDIUM STUDENTS IN LEARNING ENGLISH**
Dr. Madhu G, Dr. Kiran Kumar K.S. 366
105. **ಶಿಕ್ಷಕರ ಬರವಣಿಗೆ ಮತ್ತು ಸಂವಹನಾ ಕೌಶಲ್ಯವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಒಂದು ಉಪಕ್ರಮ**
ಡಾ. ಗಣೇಶ್ ಜಿ. ಎಂ. 370
106. **MNEMONIC STRATEGY-A WAY OF IMPROVING ACADEMIC ACHIEVEMENT**
Nagendrappa S., Dr. S.S Patil 371
107. **ROLE OF INFORMATION TECHNOLOGY IN TEACHING LEARNING**
Ravi H. 374
108. **COLLABORATIVE LEARNING: A NEW APPROACH TO IMPROVE QUALITY OF CLASSROOM INTERACTION**
Veerendra Kumar Wali S., Dr. Jayashree V. R. 376

X. ISSUES AND CHALLENGES RELATED TO THE RECENT INITIATIVES OF NCTE

109. **CHANGING CONTEXT OF TEACHER EDUCATION IN THE GLOBAL SCENARIO**
Smt. Nandini. N., Dr. Haseentaj 380
110. **A STUDY ON THE PERCEPTION OF PRINCIPALS AND TEACHERS OF PRIVATELY MANAGED INSTITUTIONS ON TWO YEAR TEACHER EDUCATION CURRICULUM: IN SANGAREDDY DISTRICT OF TELANGANA STATE**
M. Venkatesham, Billa Raja Rubi Kishore. 384
111. **HIGHER EDUCATION IN INDIA - ISSUES, CHALLENGES AND SUGGESTIONS**
Sudha Jainapur. 390
112. **A STUDY OF OPINION OF TEACHER EDUCATORS TOWARDS NCTE TWO YEARS B.ED PROGRAMME**
Dr. Vishnu. M. Shinde 393



CONSTITUTIONAL PROVISION FOR INCLUSIVE EDUCATION IN INDIA

*Dr. Kiran Kumar K.S., **Dr. S.S. Patil

Abstract

The global Education for All movement, led by UNESCO, aims to meet the learning needs of all children, youth and adults by 2015. UNESCO promotes the ultimate goal of inclusive education which it views as a means to ensuring a quality education for all and to achieving wider social inclusion goals. 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. One of these services is education. Education is the right of every child because it equips him to meet the challenges of life. The children with disabilities (CWD) need this all the more, to supplement their differential talents so that they can prepare themselves for a happy productive and useful life. Efforts to educate children with disabilities began soon after independence in India. The Government of India has created numerous policies around special education since the country's independence in 1947. Although the Government of India has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "education for all" across the country. The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in India. On this context an attempt has been made to explain the policies and legislations for educating the children with disabilities in India after post-constitution era.

Introduction

India is the largest democracy in the world. According to Census 2011, there are 1.2 billion people in the country, out of which, about 833 million people live in rural areas. Census 2011 data on disability has not been announced yet. United Nations observes that 10% of the population has disability and there are about 120 million people with disabilities in India. Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible

education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs.

Inclusive education "is a process of strengthening the capacity of the education system to reach out to all learners". "It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality". For a school to be inclusive, the attitudes of everyone in the school, including administrators, teachers, and other students, are positive towards students with disabilities. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment, that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit.

Policy Concerning to Inclusive Education in India

In this section the main national level policy frameworks and legislations are explained that are relevant to education and to children with disabilities.

As per the **Constitution of India (Article 21A)**, "the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine."

Constitutional Safeguards : The Constitution of India (26 November, 1949) clearly states in the Preamble that everyone has the right to equality of status and opportunity. It ensures for all its citizens equality before the law, nondiscrimination and the right to life and liberty (Article 14, 15, 19 and 21 respectively of the Constitution). These Articles do not specifically refer to persons with disabilities but are general in nature. The article 41 of the Directive Principles of the Indian Constitution supports the right to work, to education and to public assistance in certain cases including disablement. Further, article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act 2002, has been enacted by the parliament making education a fundamental right of all children in the age group of 6–14 years.

Kothari Commission (1964–66): The Kothari Commission officially first addressed issues of access and participation by all. It stressed a common school system open to all children irrespective of caste, creed, community, religion, economic condition and social status. In 1968, the National

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ICT FOR INCLUSIVE CLASSROOM

* Dr. Dinesh M.K ** Dr. Kiran Kumar K.S

Abstract

Inclusive Education proposes all students are provided with equitable access to education within the context of a mainstream educational system and not in a segregated setting. This paper looks at the issue of integration of ICT in inclusive Education. It aims at shedding light on the potential that Information and Communication Technologies (ICT) offers to avoid any kind of discrimination between students at school level. Accessible ICTs have a major role to play in enabling educational authorities, educators, students and parents to move towards a more inclusive educational system. However its role as a communication aid, pedagogical tool and means of access to previously inaccessible learning materials is still, in many countries, only just beginning to be explored. This paper addresses the key issues of the "accessibility" of ICT as a mainstream educational tool in order to build up a genuinely inclusive classroom. On the other hand we as teachers have to develop "new competences" to use them (ICT's in inclusive classroom) without any barrier, free and fully accessible to all students and teachers have the competences to carefully select ICT tools and make a good use of them.

Key Words: Inclusion, Accessibility, Mainstream school education, ICT

Introduction

"Ensuring that children with disabilities enjoy opportunities for learning in an inclusive environment requires changes in attitude, backed by investment in teacher training and learning equipment". Education for All Global Monitoring Report 2010.

All students, irrespective of their sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, birth, disability... have the right to have equal opportunity in education and to be considered as being an integral part of the learning community. Inclusion or integration is an important part of equal opportunity in education. However inclusive education is not a **synonym for special needs education** or integration techniques but an "an on-going process in an ever-evolving education system, focusing on those currently excluded from accessing education, as well as those who are in school but not learning. Demands for inclusive

education have increased and fostered major changes to schooling and education. Students with disabilities are educated alongside their peers within the local community therefore mainstream schools are required to adapt to accommodate a diverse group of students with a variety of needs. Approaches to the inclusion of children and young people into mainstream classrooms, and the identification and recognition of special educational needs, is an integral part of daily school work. The well being and actualisation of developmental and learning potential within a diverse student population is challenging the organisation of learning settings.

"Inclusive education - according to UNESCO - means that the school can provide a good education to all pupils irrespective of their varying abilities. All children will be treated with respect and ensured equal opportunities to learn together. Inclusive education is an on-going process. Teachers must work actively and deliberately to reach its goals".

Inclusion should, then, be regarded as a long-lasting process which requires time, effort, competence and strong assurance by all those involved in students' education, first and foremost, by teachers. It is my argument that educational technology and ICT play an important role in creating an effective and adaptable learning environment, especially when teaching pupils with special educational needs and inclusive classrooms and the key role of teachers in giving birth to and maintaining a truly inclusive classroom is unquestionable, but such an important mission also requires that suitable, effective and barrier-free educational means should be employed. From this perspective, ICT materials promising; there are grounds for maintaining that they help most students overcome barriers to learning, thus increasing their school achievement, together with their autonomy, willingness and self esteem.

Indeed, educational research provides strong evidence that: "ICT is both a medium and a powerful tool in supporting inclusive practice. It provides wide-ranging support for communication, assisting many learners to engage with learning, including those who are hard to reach, and helps to break down some of the barriers that lead to under-achievement and educational exclusion" (Williams et al., 2006).

ICT Tools for Inclusive Classroom

Many educational researches have already provided strong evidence that ICT based tools are "both a medium and

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DIFFICULTIES FACED BY THE KANNADA MEDIUM STUDENTS IN LEARNING ENGLISH

*Dr.Madhu G ** Dr. Kiran Kumar K.S

Introduction:

Man is an intelligent animal in the animal kingdom. He is different from other animals due to his ability of thinking and speaking. To communicate a person with the other media is very important. So human beings developed a new technique that is a language, to transfer one's ideas, feelings etc. to others. It is clear that a language plays an important role in a person's life in the society.

However, there are so many languages and are developed because of the geographical, cultural, societal etc., conditions of the different parts of the world. Thus naturally each language has different from other. Then a question arises that how people from different parts of the world should communicate each other. There must be a common language that should act as a mediator between the people of different languages or parts of the world. The broad glance, keeping this in mind, there emerge one language of that nature that is English language.

English has its unique importance in our country. We have different states with different regional languages. People living in those states use their own languages for conversation and discussion. But English has served and is serving as a link Language outside the country. English also the language of trade and industry.

English is the key to the storehouse of knowledge. There is hardly anything important in the world that has not been translated into English. Rightly it has been said. Whatever the future of English may be in India, one thing is certain, In India, as in other countries English will maintain quite probably increase – its immense usefulness as a library language.

Aims and Objectives of Teaching English.

Aims are of unique importance in every walk of life, without fixing up aims, the work that we take up remains dull and cheerless. Aim in fact makes the process lively and they also provide satisfaction at the end. In language learning, aims are quite important. But we find in these days the teachers and students do not try to understand the real aims of foreign language study. Everybody is after the examination; they feel that the passing the examination is the actual aim of the learning any language. This is wrong notion and this approach is misleading. The actual aims should be well considered and

cared for, only then something useful and satisfying can be achieved.

The following are the four aims of teaching English:

- 1) To enable the students to understand English when spoken.
- 2) To enable the students to understand English when written.
- 3) To enable the students to speak correct English.
- 4) To enable the students to write correct English.

These aims corresponding to the four language skills or abilities in listening, speaking, reading and writing, Listening and reading are passive or respective skills, whereas speaking and writing are active or productive skills.

Each of the language skills has its own importance, no skill can be ignored. Some people say that English is to be taught in India, as a 'Library language' is not paying much attention to the skill of speaking. This is however a wrong notion. The skill of speaking has also to be taught as according to the modern techniques of teaching a language even if our ultimate aim is to teach the language for reading purposes. The aims of teaching English have been interpreted in terms of mastery over words and structures. The all-India seminar on teaching of English in secondary schools, held at Nagpur in 1957. The seminar recommended that, within a period of six years of high school course, the pupils should be enable to attain a working knowledge of English giving them mastery over about 250 basic structures and a vocabulary of 2500 essential words.

According to Palmer, the literary aim should not be followed at the school stage. This stage is for linguistic aims only. The aim at language is pare the way of literature. If we aim at literature in the beginning, we shall miss the way to language. If we aim at literature in the beginning, we shall miss the way to language. Thus during the first six years of learning English we should concentrate upon training in learning, reading, writing and speaking only. Beside these aims of teaching English, the teacher should have a definite and clear-cut aim for each lesson. The specific aims vary from lesson to lesson. Each lesson as its own objectives to achieve. The teacher may be being in his mind regarding these objectives in teaching a lesson.

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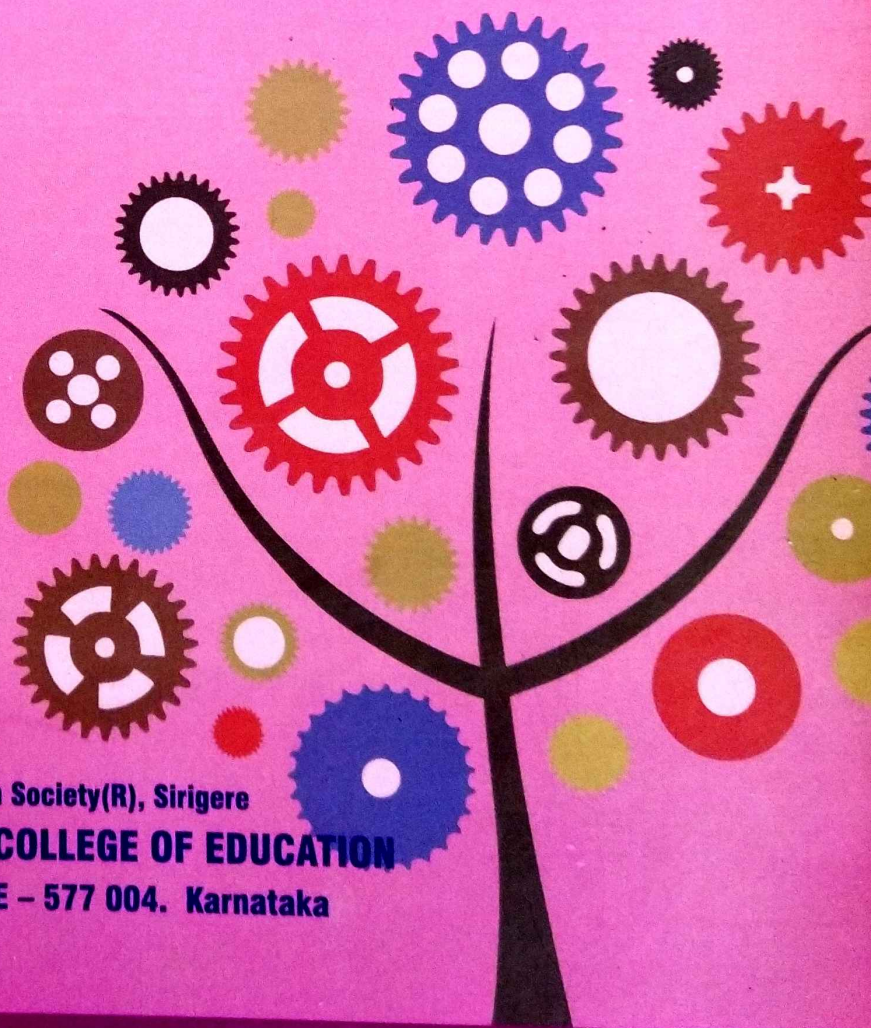
CONTINUOUS AND COMPREHENSIVE EVALUATION

EDITORS

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Edited by Dr. H.V. Vamadevappa, Dr. H. Mallikarjunappa,
Dr. K.T. Nagaraja Naik

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SECTION V - REFORMING SCHOOL EVALUATION SYSTEM

58. **Reforming School Evaluation System** 163
Anitha G, Lecturer, SSMB College of Education, Basavamantapa, Davangere
59. **Reforming School Evaluation System-Programmes and Recommendations in Evaluation Reforms** 165
Shruthi P.S., Lecturer, Sri Raghavendra College of Education, Chitradurga
60. **Reforming School Evaluation System-Taking precautions and Limitations in Evaluation Approach** 167
A.G. Basavarajappa, Principal, Sri Raghavendra College of Eductaion, Chitradurga
61. **Continuous Comprehensive Evaluation: Challenges and Possible Solutions** 169
Dr. Kiran Kumar K.S. & Dr. Yadukumar M., Asst. Professors, Kumadvathi College of Education, Shikaripura
62. **Evaluation in English language teaching at secondary school level** 172
Dr. Shalini J., Principal, Mythri College of Education, Shivamogga
63. **Evaluation a Productive approach towards Quality Education** 177
Ms. Nilofer and Shankar H Chalawadi, Asst. Professors, Chand BiBi College of Education, Gulbarga.
64. **CCE in the context of the no detention provision in the Right of Children to free and compulsory education (RTE Act)** 179
Shashikala G.M, Asst. Professor, M.M College of Education, Davanagere.
Dr. Yarriswamy M.C., Associate Professor, School of Education, Rani Chennamma University, Belagavi
65. **An Analysis of Continuous Comprehensive Evaluation** 182
M.B.Kudavakkalgi, Asst. Professor, Vivekananda College of Education, Arsikere, Hassan District
R.H.Bommannavar, UGC-Senior Research Fellow, Dept. of Edu., Kuvempu University, Jnanasahyadri, Shankaraghatta
66. **Education Evaluation and its Types** 186
Channaveeraswamy C H M, Assistant Professor, Kotturswamy College of Teacher Education, Ballari
67. **Tools and Techniques of CCE** 189
Prof. Sharadamma S.G., Principal, Srisaila College of Education, Harihar
68. **Co-Scolastic areas of CCE** 192
C.M. Veerasha, Assistant Professor, T.M.A.E's College of Education, Harapanahalli
69. **Status of Evaluation in School** 194
Dr. Meena.P.T, Asst. Professor, Vijaya Teachers College, Jayanagar 4th block, Bangalore



teaching aids, So that objectives can be realized.

8. The three step of evaluation approach objectives, experiences and changes of behavior should be related to each other.
9. The tests used in evaluation approach should be reliable and valid.
10. An appropriate testing situation should be objectively centered.

Limitation of Evaluation Approach.

1. Evaluation requires training and understanding to use classroom teaching.
2. The content analysis and the identification of the objectives is not objective
3. There is no criteria for determining teaching and testing points
4. The yearly plan and unit plan are prepared by the teacher, so it is subjectively prepared.
5. The teachers do not take interests in using evaluation approach in classroom teaching. It is used only by teacher in training programme.

6. It is difficult to write the objectives in behavioral terms in change of behavior of the students.

Conclusion :

The role continuous and comprehensive evaluation is very important in recent years. It intends to achieve and improve learner's quality not only in the school subjects but also in their personal and social aspects. Continuous evaluation assesses the performance of the learner at different point of time starting from the placement of a student in a course to till completion of the course. Evaluation also in decision making regarding various aspects of learning process promoting the students, increasing quality, efficiency and accountability.

Evaluation plays a vital role in improving teaching and learning in one hand and brining student development in another hand is school.

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CHALLENGES AND POSSIBLE SOLUTIONS

Dr. Kiran Kumar K. S & Dr. Yadukumar M

Introduction

It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standard of Education. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not his learners have mastered or not. CCE refers Continuous & Comprehensive Evaluation, a system of school based assessment that covers all the aspects of a student's development. It was designed to reduce the student stress related to board exams, and to introduce a uniform and comprehensive pattern for student evaluation across the country. It emphasizes on two broad objectives: (a) Continuity in Evaluation and (b) Assessment of broad

based learning. Clearly, it attempts to shift emphasis from 'testing' to 'holistic learning' with an aim of creating young adults, possessing appropriate skills and desirable qualities in addition to academic excellence. The term "Continuous" have the continuity and regularity of assessment during the whole session or the regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures retesting and giving feedback to teachers and students for their self evaluation etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student's growth and development – with both these aspects of the evaluation process being assessed through formative and summative assessments. 'Evaluation', simply is a process of collecting,

analyzing and interpreting the evidence of students, progress to take further necessary action for better learning. The present paper examines the concept of CCE, its importance, challenging scenario of evaluation practices in Indian Schools with strategies and plausible solutions for implementation.

Objectives of CCE

- ▲ Encourage development of cognitive skills and de-emphasize rote learning.
- ▲ Make the entire education process a student-centric activity.
- ▲ Help develop cognitive, psychomotor and interpersonal skills.
- ▲ Make holistic evaluation an integral part of entire education process.
- ▲ Improve student's accomplishments through regular diagnostics and remedial instructions.
- ▲ Use evaluation to control quality and maintain desired performance.
- ▲ Take decisions about the learner, learning process and learning environment by determining social utility, desirability & effectiveness of the programme

How CCE addresses the Shortcomings of the Traditional Education System?

1. Focuses only on the end term examination and evaluates only Scholastic aspects of education
2. Declares results of the students as "pass" or "fail" on the basis of their marks leading to undesirable competition among students

Solutions Provided by CCE

- ▲ Focuses equally on both scholastic and co-scholastic areas of development of the students, thus taking into account the holistic development of the students.
- ▲ Evaluates students continuously at regular time intervals on small portions of content which helps teachers in employing a variety of remedial measures of teaching based on learning needs and student potential.
- ▲ Shifts the focus of the education community from marks to grades thereby reducing pressure, of getting "good marks", on students from their parents and teachers.
- ▲ Prevents cut-throat competition among the students

How Does CCE Help a Classroom Teacher?

CCE plays an important role in teaching learning process as it gives direction to both teachers and students to proceed in a systematic manner. It helps a classroom teacher in following ways:

- ▲ It is helpful to improve student learning through diagnosis of their performance.
- ▲ It strengthens evaluation procedure.
- ▲ It is helpful to identify learning difficulties in mastering certain competencies and the intensity of such of learning difficulties.
- ▲ To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.
- ▲ To encourage students for self-evaluation.
- ▲ In selecting of various instructional aids as a supportive system in mastering the competencies.

Challenges Faced While Implementing CCE

It becomes essential for the teachers to adopt a scheme of continuous & comprehensive evaluation that helps in confirming whether or not the learners have mastered the competencies or not. It is a very well known fact that usually evaluation is done to measure the knowledge and understanding outcomes. The evaluations of skills as well as higher mental abilities are neglected to great extent due to any reasons or factors. We will not cover all challenges or problems that could be associated with continuous assessment practice in our school; rather, we were concentrating to mainly the points of continuous assessment that could be specially associated with the teachers as they are the main implementers of the programmes. The Continuous Comprehensive Evaluation system introduced in government Schools under the Right to Education (RTE) Act sometime becomes a pain in the neck for teachers and even for students.

Under the system, it becomes mandatory for the teachers to review every student on a weekly basis and then on a monthly basis. But the students especially in rural areas do not come to school for days together. Then, in such a situation, how can we assess the students on a weekly basis? Simultaneously The RTE doesn't allow failing a student till class VIII in many cases, children don't have the knowledge as per the classes they are studying in, But there is no specific rule or option for the progress



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