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A Study on Awareness of Yoga among Secondary School Students

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Abstract

Yoga does not mean union, but spiritual effort to attain perfection through the control of the body, senses and mind, and through right discrimination between Purusa and Prakriti. -Patanjali.

Education is a process of human empowerment for the achievement of better and higher quality of life. Yoga is one of the gifts of our rich heritage. Dr. Radhakrishnan said, "Yoga is a way of life". It is a system that makes us cultured human beings. Now a day's maximum students are engaged in social media, and they are losing interest to plays, physical exercises and other activities. They are suffering from many physical problems and diseases, so yoga education helps them to out come from these health hazards. The student cannot keep much interest in their study, academic activity and their performance in the entire examination consequently. In this situation, yoga is very essential for the students to keep their eyes in their study and academic activity. The value of yoga is no doubt vast, and now- a- days yogic training is being more and more recognized especially as India's unique contribution to physical Education activities, yoga is a scientific and systematic discophile for a successful organization of all the energies and faculties of internal human being with a view to attaining the highest mordant communion with the cosmic reality of god. In the present study the researcher intended to study the awareness of yoga among secondary schools students of Shikaripura taluk, Shivamogga District of Karnataka State.

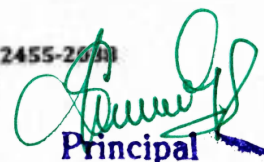
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A Study on the Awareness of Teacher Trainees Towards Inclusive Education

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ABSTRACT: Globally schools are becoming more inclusive in practice to provide meaningful learning experiences to students with disabilities in the least restrictive environment. In India, the concept of inclusive schools is gaining importance to provide equal opportunities of education for all. Aim of schools in India is to include students with special needs in the regular classrooms. Researches so far have documented that teachers with positive attitudes toward inclusion are more likely to modify their instruction and curriculum to meet individual needs of students and have a more positive approach to inclusion. It is the responsibility of teacher training programmes to prepare teachers who can meet expectations of implementing inclusive education programme effectively. The present study was aimed to explore the views of teacher trainees undergoing two-year Bachelor of Education (B.Ed.) programme about inclusion and their readiness to teach in inclusive classrooms. In this study, the researcher through a questionnaire has tried to know the awareness of Inclusive education among 51 B.Ed teacher trainees studying in their second year of the teacher training programme in a college of education, Shikaripura. Some suggestions and recommendations for improvement of teacher education programmes vis-a-vis inclusion have also been given.

1. Introduction

There is no standard definition for Inclusive Education but UNESCO Salamanca declaration had given comprehensive idea about Inclusive Education to the world. "UNESCO Salamanca Statement and Framework for Action (1994) proclaimed as under: Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Every child has unique characteristics, interest, abilities and learning needs. Educational system should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs. Those with special educated needs must have access to regular schools which should accommodate them within a child-centered pedagogy, capable of meeting these needs.

Inclusion encourages bringing all students together under one roof without lowering the academic standards. In India, recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964 by the Kothari Commission (Julka, 2005). Even though the National Policy of Education (1986) emphasized the integration of children with special needs in the regular curriculum, a clear roadmap to implement such plans were not mentioned in the policy. A major landmark in the history of special education and rehabilitation in India reached with the enactment of the Persons with Disabilities (PWD) Act in 1995. The major emphasis of this act was the inclusion and full participation of students with disabilities in regular schools. Another important legislative breakthrough was reached when, a comprehensive Plan of Action for Children and Youth with Disabilities (2005) advocated inclusive education and envisaged making all school "disabled-friendly" by 2020.

Research studies highlight that one of the most significant factors for implementing successful inclusion of students with special needs is the perception of the general education teachers regarding inclusion. Researches also highlight that many school teachers do not favour inclusion because they feel unprepared to meet the demands and responsibilities of students with disabilities Shahazadi (2000). According to Scruggs and Mastropieri's (1996) meta-analysis of 28 studies conducted from 1958 to 1995, show that teachers overwhelmingly approve the idea of including all students in their classrooms. It is equally important to observe that one third of the teachers in these studies revealed that they felt ill prepared in requisite skills needed to meet the needs of students with disabilities and also felt that they lacked time and resources needed for successful instruction in inclusive settings.

Teachers who lack training in appropriate strategies for working with students with disabilities often feel negatively toward students with disabilities, thereby lessening the likelihood of success for students with disabilities. The success of inclusion can only be made a reality if both teacher educators and staff

Comparative Study on Reading Comprehension Ability in English Among Secondary School Students of Shimoga Taluk

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ABSTRACT: *The Present study aimed at to Study the Reading Comprehension Ability in English Among Secondary School Students. Main Objectives of the study are, to analyze the Phonological Awareness, Phonics Survey, Fluency and Vocabulary & Comprehension of Reading Comprehension Ability in English of Secondary School Students and to Study the Significant difference in the Mean Scores of Reading Comprehension Ability in English of Secondary School Students with respect to Gender, Locality and School Type. Descriptive survey method was employed. Sample of Two Hundred (N=200) Secondary students was drawn from 04 Schools of Shivamogga taluk of Karnataka state was selected by random sampling technique. to fulfil the objectives of the present study, the investigator was developed The Reading Comprehensive Ability Test. The tool consists of 50 items includes Phonological Awareness, Phonics Survey, Fluency, and Vocabulary & Comprehension. the tool had accepted levels of validity and reliability. Major Findings are, Girls had higher Reading Comprehension Ability than the Boys, Urban School Students had higher Reading Comprehension Ability than the Rural School Students and Private School Students had higher Reading Comprehension Ability than the Government School Students.*

1. Introduction

Reading Comprehension is a holistic process of constructing meaning from written text through the interaction of the knowledge the reader brings to the text, i.e., word recognition ability, world knowledge, and knowledge of linguistic conventions; the reader's interpretation of the language that the writer used in constructing the text, and the situation in which the text is read (Maria, 1990). Similarly, Aquino (2005) views reading as the interaction between the reader and the text. The reader constructs meaning from the text by guessing and predicting the succeeding texts based on the reader's prior knowledge of the text and the world.

On his part, William Gray, the known Father of Reading, defined reading as a four-step process which includes perception of the word, comprehension of its meaning, reaction to the meaning in terms of prior knowledge, and integration of idea into one's background of experience (Villamin, Salazar, Bala & Sunga 1994). For Flick and Lederman (2002), they viewed reading comprehension as the employment of high-level thinking to infer the meaning of text, consider its implications, and decide on applications.

Calahan and Clark (1988) put together reading comprehension into three levels: reading the lines, reading between the lines, and reading beyond the lines. These three levels encompass relevant sub-skills such understanding vocabulary in context, getting main idea, noting specific details (first level), making inference (second level), predicting outcome and drawing conclusion (third level).

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Kintsch 1998; van Dijk and Kintsch 1983).

Significance of the Study

Reading comprehension is a very complex cognitive activity. Comprehends are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehends use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes. Some of the factors that impinge on comprehension are situated either within the reader or are found outside of the