



USE OF ICT FOR INCLUSION

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Abstract

Education in India is almost 5000 years old revolved around the system of Gurukuls. In this **ancient** system all children were taught together whether normal, gifted or physically or intellectually disabled and were seen as **worthy** of the benefits of education, each according to her or his abilities. It is gentle example of existence of Inclusive Education in the same period. Now a days Inclusive Education is in his great form. Inclusive Education has been promoted by Government, schools as well as Teachers at various local, state, national and International level. Several policies have been developed for the same and efforts has been taken to implement to them. In the view of implementation, Teacher is the main part of Inclusion. The success of Inclusive Education is depend on performance of school for the students with disability. ICT is playing and can play leading roal in Inclusive Education. Good Use of ICT for Inclusion is mostly depends on Teachers performing in schools. This research is focusing on the facts of teachers and schools regarding the use of ICT for inclusion.



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1.1 Background of the research

Education in India is almost 5000 years old revolved around the system of Gurukuls. Students in the same period were required to live with their “guru” or teacher and learn by **precept** as much as by actual study and debates. In this **ancient** system all children were taught together whether normal, gifted or physically or intellectually disabled and were seen as worthy of the benefits of education, each according to her or his abilities. It is gentle example of existence of Inclusive Education in the same period.

There were no special schools catering exclusively to specific disabilities or learning difficulties. Students found incapable of academic learning were given options to learn other occupations, which they could do easily, such as tending cattle, gardening or housework. This was rightly seen as an opportunity to be usefully employed and was not thought derogatory but prevented the hierarchy of the educated and the uneducated.

It is argued that providing for persons with disability was based on the theory of Karma and a way towards a better life in the next birth. Now a days things are changed and Inclusive Education is found in his great form.

It is rightly reflected in the report of Education commission

‘Education and national Development’ (1964-66) that ‘the destiny of India is now being shaped in her classroom.’ The future of any nation depends upon schools and teachers. Several types of student i.e. gifted, normal, various types of disabled etc. are being studing in the classroom. Now Education is become inclusive education automatically.

Inclusive Education has been promoted by Government, schools as well as Teachers at various local, state, national and International level. Several policies have been developed for the same and efforts has been taken to implement to them. In the view of implementation, Teacher is the main part of Inclusion. The success of Inclusive Education is depend on performance of school for the students with disability. ICT is playing and can play leading roal in Inclusive Education. Good Use of ICT for Inclusion is mostly depends on Teachers performing in schools. This research is focusing on the facts of teachers and schools regarding the use of ICT for inclusion.

1.2 Significance of the Research

Followings are the some reasons for conducting this research by Researcher.

- ICT and Inclusive Education both are expanding very fast in present condition.
- It’s a need of time that ICT and Inclusive Education come together and enhance the quality of Education.
- The success of Inclusive Education is depend on performance of school for the students with disability.
- ICT is playing and can play leading roal in Inclusive Education.
- It requires good use of ICT.
- Good Use of ICT for Inclusion is mostly depends on Teachers performing in schools.
- This research is useful to finding the facts of teachers about use of ICT for inclusion.
- Present research is significant due to the same above.

1.3 Statement of the Problem

To Study the facts about use of ICT for Inclusion in primary schools at Pune city.

1.4 Operational Definitions

ICT

Computer having useful software with internet.

Facts

Qualification of Teachers for using ICT, use of ICT in regular teaching, facilities of ICT in schools.

Primary schools

Standard 6th to 8th of English medium schools in Pune city

1.5 Objectives of The Research

1. To Study the use of ICT for Inclusion in primary schools.

1.6 Research question

1. What is the present condition of using ICT for inclusion in primary schools.

1.7 Assumptions

1. ICT is useful for Inclusion.
2. Teachers have using ICT in Teaching in some extent.
3. The Student with disability in some extent are being found in every class in different extent.

1.8 Scope and Limitations

Scope

1. Research concern is related to The Geographical area of Pune city.
2. Research concern is related to Inclusive Education in Primary School at Pune city.
3. Research concern is related to use of ICT.

Limitations

1. This research is limited to English medium primary school.
2. This research is limited to facts of using ICT for inclusion.
3. The tool used for data collection in this research is research made and not standardized.
4. The results in this research are drawn and are depends on the response given by sample to data collection tool.
5. This research is limited for the year of 2015-16.

1.9 Research Method

Survey Method of the research has been used to collection of data. Check list constructed by researcher was given to sample for their responses and the same has been collected from them, analysed and results has been drawn on the same.

1.10 Sampling

Population

The Teachers working in English medium Primary School in Pune city are the Population of this research.

Sample

Out of all Teachers working in English medium primary School in Pune city, 20 teachers has been selected by incidental sampling method under non probability sampling.

1.11 Tool of Data collection

The check list having 10 statements has been constructed as data collection tool. Two options for response i.e. yes or no has been given.

1.12 Data Analysis

Percentage has been used as data analysis tool in this research.

Percentage of the Response to statements given by the Teachers

Sr	Statements	Response	
		Yes	No
1	I have did at list one computer course.	10	90
2	I have the ability to use computer in teaching to teach student with disability.	70	30
3	I have use ICT dealy in my teaching.	15	85
4	My school has all the facility of ICT useful to teaching.	55	45
5	I have use ICT some time in my teaching.	60	40
6	I have know the number of softwares useful to teach the student with disability.	25	75
7	I have taken training to using ICT for teaching the student with disability.	05	95
8	I am ready to take a training of ICT for teaching to student with disability if given the same to us.	65	35
9	My school has internet facility in every classroom.	55	45
10	My school has motivating us to use ICT in teaching.	70	30

Interpretation

1. Very few teachers have done at list one computer course.
2. Most of the teachers have the ability to use computer in teaching to teach student with disability.
3. Very few teachers have using ICT dealy in teaching.

4. Nearly more than fifty percent of the schools have all the facility of ICT useful for teaching.
5. More than fifty percent of teachers have use ICT some time in teaching.
6. Most of the teachers don't know the number of softwares useful to teach the student with disability.
7. Most of the teachers have not taken training to using ICT for teaching the student with disability.
8. Most of the teachers are ready to take a training of ICT for teaching to student with disability if given the same to them.
9. More than fifty percent of Schools have internet facility in every classroom.
10. Most of the schools are motivating to their teacher to use ICT in teaching.

1.13 Result

1. Teachers have the ability to use computer in teaching to teach student with disability but have not computer course in their belt.
2. Teachers make rarely use of ICT in teaching.
3. Schools have the facility of ICT including internet which are useful for teaching.
4. Teachers are not aware about softwares useful to teach the student with disability.
5. Teachers have not taken special training of ICT for teaching the student with disability but they are ready for the same.
6. Schools are motivating to teacher to use ICT in teaching.

1.3 Bibliography

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