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A study on Knowledge, Awareness and Perception of Mothers' of under Five Children Regarding of Malnutrition of (Savli and Kawant Taluka of Baroda District)

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ABSTRACT

The nutritional status of under five children is a sensitive indicator of country's health status as well as economic condition. Nutrition and health are the two faces of the same coin. Nutrition is in fact fundamental pillar of human life. There are many nutritional problems that affect large portions of our children and malnutrition has been identified as a major public health and nutritional problem in India. Approximately 20 percent of children under the age of four suffer from severe malnutrition. It not only leads to childhood morbidity and mortality but also leads to impairment of physical and possibly of mental growth of those who survive. Studies have investigated risk factors for malnutrition. The education of women, especially, has been found to play a central role in improving the health of children. Mother's nutrition-related knowledge, attitudes, and practices tend to be strongly associated with children's nutritional status. Mothers are the foremost providers of primary care for their children. This paper throws light on the mother's knowledge awareness and perception regarding malnutrition as well as socioeconomic and cultural risk factors in relation to children's malnutrition in Savli and Kawant taluka of Baroda district, Gujarat. 130 data had been taken for the study. Obtained results clearly indicated that Most of the family's economic condition was not so good, although they were from a low socioeconomic background; most of the mothers were not earning additional income for the family. Because of poor economic condition they were not able to spend much amounts on vegetables and fruits. They used grains and bean dishes as a staple food on regular basis rather than green vegetables. Mothers were aware about the nutrition but they were not aware about the risk factors because of lack of nutrition in child, they were not aware about the disease that cause of child death. The main contributing factor for under five malnutrition was found to be poverty. Poverty is one of the crucial factors that play an important role in malnutrition problem.

Key words*: - Nutrition, Health, knowledge, awareness and perception, Malnutrition, Social. Cultural and Economic Factor, poverty.*

Background

Eliminating hunger and malnutrition is one of the most fundamental challenges facing Humanity (Lomborg 2004) Malnutrition is one of the most devastating problems worldwide and is inextricably linked with poverty. Prime Minister Manmohan Singh recently described the problem of Malnutrition as 'a matter of national shame'. Malnutrition and its

associated disease conditions can be caused by eating too little, eating too much, or eating an unbalanced diet that lacks necessary nutrients. Many factors have been associated with malnutrition. These include the socioeconomic (e.g., occupation, educational background and the standard of living); cultural (e.g., religion and caste); the demographic (e.g., age and marital Status) and dietary characteristics (Griffiths and Bentley 2001.) The present study has been formulated to assess mother's knowledge, awareness and perception regarding child malnutrition. Past studies have investigated risk factors for malnutrition. Maternal education regularly emerges as a key element of an overall strategy to address malnutrition. Mother's nutrition-related knowledge, attitudes, and practices tend to be strongly associated with children's nutritional status. Nutritionally educated mothers can bring up their children in a healthier way. The health-care-seeking attitude of mothers, how they utilize available health resources in response to their children's illnesses, is another factor that can affect children's health and nutritional status. Most of the mothers were aware about the nutrition that should be provided to children but they had no Knowledge of the cause of malnutrition and the symptoms of disease that cause by protein energy malnutrition. Common foods may be prepared and used in different ways in various regions and tribal community.

Fried bread (fried dough) is a main part in the family and is eaten with foods such as stews, soups, and bean dishes. One of the major causes for malnutrition in India is gender inequality. Due to the low social status of Indian women, their diet often lacks in both quality and quantity. Women who suffer malnutrition are less likely to have healthy babies. In India, mothers generally lack proper knowledge in feeding children. Consequently, new born infants are unable to get adequate amount of nutrition from their mothers. (WHO) The link between poverty and food insecurity was clear in mother's perceptions of the problem of malnutrition. The study depicts many other factors like cultural, social that contribute to malnutrition besides food insecurity. When income decreases, the quality and quantity of food also decreases. Evidence shows that when unemployment and low wages are presenting factors, families eat cheaper food, which is less nutritious, leading to weight loss and malnutrition (UNICEF, 2009). The standard answer from mothers about the causes of malnutrition was captured as poverty. There is a lack of education and knowledge awareness is very less in rural area. Malnutrition is preventable well in advance; Improving mother's educational levels and providing mothers with information they need on children care also important components of a strategy to improve nutrition.

MATERIAL AND METHODS

The present study was a community based study has been undertaken in Savli and Kawant Taluka of Baroda District, Gujarat during 2011-2012 and was descriptive as well as exploratory in nature. The samples survey has been undertaken from the area covered and 130 mothers were selected randomly for personal interview. Those having children but not under five years were excluded from the study. The variables in the study were; ages of mothers, education of mothers, income, family size and ages of children. An interview schedule was prepared questions on demographic data, as well as social, economic and cultural factors that influence malnutrition problem and mother's Knowledge, awareness and perception regarding Malnutrition. and mother's response recorded. The data was tabulated and analyzed statistically.

RESULTS

The experiences of the participants are presented in the form of results, interpretation and relationship between domains. This section has been further divided into six sections according to the objectives. The main idea with which the research was initiated was to identify: Social and Economical Factors contributing Malnutrition, Prenatal care taken by mothers during pregnancy, Cultural factors and Breastfeeding practice, Knowledge of Mothers on Nutrition and Malnutrition and Causes of Malnutrition as perceived by Mothers.

The results of the study have highlighted the abilities, knowledge and practices of mothers in the nourishment of the children and prevention of malnutrition.

The Major Findings of the Study were Characteristics of the Sample

The mother's age range was between 21-25 or even less than 20 years. The status of women is readily linked to child nutrition. A malnourished mother will give birth to a baby of low birth weight – the single most important predictor of child survival. Early marriage in adolescent girls, who are malnourished themselves and have not, yet, attained physical and mental maturity, leads to early pregnancy and birth of undernourished children.

Study has pointed out the significant role of women's education in infant and child malnutrition. Assessment of mother's education showed that 45.4 % mothers studied primary school, followed by middle school 27.7% and 16.9% mothers were illiterate, while only 10 % mothers studied High school. It inferred from the data analysis that, educational status of mothers were very low in the selected study area. Mother's education can generate different types of intrahousehold effects in reducing the risk of malnutrition.

70 % families don't have sanitation and water facilities, It is very important to note that water and sanitation facility is the basic facility of the people even though most of the family deprived from that basic facility.

Regarding the economic condition the data revealed that most of the family income was between Rs. 1001/- 3000 56.2 % their financial condition was not so good. Although they were from a low socioeconomic background; most of the mothers were not earning additional income for the family. They were not able to spend much amount on green vegetables and fruits; they depended on the local available food. Even they don't have proper facilities for cooking food.

Regarding the pre natal care it was noted that 60% mothers visited hospital regularly for check up during pregnancy, 56.2% mothers take multivitamins medicine during pregnancy, 64.6% respondents take enough rest during pregnancy

In reference to cultural factors and breastfeeding practices it was observed that **73.1%** of the respondents used grains and bean dishes as a staple food on regular basis, **70.8%** respondent's family there were no any type of discrimination in family, it was noted that **62.3%** child were delivered in hospital, **62.3%** children had not given any pre-laterals at the time of birth, **66.9%** mothers breastfed the child immediately after birth, **42.3%** breastfed the child on schedule, regarding breastfeeding practice it is observed that **48.5%** mothers said that breastfeeding should provide to child till 1 year, **80%** mothers believed that weaning food should be provided to child after 6th month.

Study has pointed out the mother's knowledge on nutrition and malnutrition. It was noted that **99.2 %** mothers believed that green vegetables are highly nutritional foods, **35.4%** mothers thought that malnutrition is like excess nutrition and least nutrition, **54.6%** mothers believed that poverty is one of the major cause of malnutrition, **63.1 %** mothers don't know the types of PEM, **63.8%** mothers don't know the common symptoms of PEM, **46.2%** mothers did not aware about the prime indicators of malnutrition, **60.8%** mothers did not maintain any weight record of their child, **61.5%** mothers response that to prevent PEM the child should give high protin and energy food,

With reference to causes of malnutrition perceived by mothers it was observed that **55.4%** mothers believed that because of poverty the malnutrition problem exist in our society, poverty is one of the crucial factor that play an important role in malnutrition problem, **84.6%** mothers believed that malnutrition is a serious problem, **79.2%** mothers believed that malnutrition problem in mothers also effects

on fetus or baby during pregnancy time, **40%** mothers response that to prevent malnutrition child should give balance diet food, **84.6%** villages don't have any PHC in village.

Concluding Remarks

Awareness of mothers regarding nutrition of their children exists but they did not aware about the risk factors of Malnutrition, it can be further improved with basic health education, awareness and proper counselling by the health workers. So it can be conclude with one nice quote.

"Teach a mother to be healthy and she will teach the rest of mankind''

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Depression in College Students with Relation to Their Gender

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ABSTRACT

Depression is a common mental disorder that present with depressed mood, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration. An attempt has been made to measure depression level of college students with relation to their gender. The sample consisted of 120 students including 60 boys and 60 girls of Kalol and Kadi city in Mehshana district of Gujarat. The level of depression is measured by Jotwani's "Minnesota Multiphasic Personality Inventory" developed in Gujarati. The outcomes of the result revealed that there is no significant difference between the depression level of the students with their gender.

Key words: - Depression, Gender.

Background

Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being. Depressed people can feel sad, anxious, empty, hopeless, worried, helpless, worthless, guilty, irritable, hurt, or restless. They may lose interest in activities that once were pleasurable, experience loss of appetite or overeating, have problems concentrating, remembering details, or making decisions, and may contemplate, attempt, or commit suicide. Insomnia, excessive leeping, fatigue, loss of energy, or aches, pains, or digestive problems may also be present. One out of five adults has suffered from major depression at least once in their lifetime. Chances of suffering with major depression are higher for adults with coronary heart disease. Depression is one of the leading sources of disability. World Health Organization has stated that in the depression may have a shot at becoming the leading cause of disability while competing with coronary heart disease.

Depression may occur due to existence of other mental or physical diseases (and also from the medications for those illnesses), hormonal disorders, and malnutrition.

Depressed mood is not always a psychiatric disorder. It may also be a normal reaction to certain life events, a symptom of some medical conditions, or a side effect of some drugs or medical treatments.

Depressed mood is also a primary or associated feature of certain psychiatric syndromes such as clinical depression.

Objective

The purpose of the present investigation was to measure depression level of college students with relation to their gender.

Hypothesis

There is no significant difference between the depression levels of college students with relation to their gender.

Method

Sample

Total 120 students pursuing their under graduation in 60 boys and as well as 60 girls students were randomly selected from Kalol and Kadi city in Mehsana district of Gujarat.

Tools

The level of depression is measured by Jotwani's Minnesota Multiphasic Personality inventory's (MMPI) depression scale among the different scales of MMPI. A total of 54 statement given the answer for which may be in 'Yes' or 'No'. The reliability of the test is 0.82 as per the method of "Test-re-test" as per Brownman's formula it is 0.90. The validity of depression scale is reported to be significant at 0.05 level.

Procedure

The sample of 120 under graduate students was selected randomly and was administered on depression scale. The permission for data collection was taken from the concerned authorities of the under graduate college from Kalol and Kadi city in Mehsana district of Gujarat. The entire participants were approached at their college. They were told that the data collection is only for a research and their responses would be used for research purpose only. The collected data was analyzed by mean, s.d. and 't' test.

Result and Discussion

As pointed out previously that the prime aim of the study is to measure depression level of college students with relation to their gender. Here further the researcher would like to mention that the score obtained on depression scale by Jotwani's Minnesota Multiphasic Personality Inventory.

As reported table, girls exhibits lower mean score (21.25) then the students of boys (22.32) and 't' value of 0.56 clearly indicate that no significant differences between the two groups on depression scale.

Group	N	Mean	SD	't'	Significant
Boys	60	22.32	13.70		
				0.56	NS
Girls	60	21.25	05.30		

* Significant level of 't' value: 0.05 level 1.98(df=118), 0.01 level 2.62 (df=118)

Conclusion

From the data available in table I easily come to conclusion that students who are from college have great adjusted in their environment. The result shows that just because the students belong to a particular gender does not mean that it is determining factor for depression. In this investigation gender is not effects to depression in college students it means boys and girls are not depressed. Thus, the result supports hypothesis. The limitation of my study is very limited because I have studied only in Kadi and Kalol city so it becomes little bit difficult for me to conclude. In the future study the sample size select more than 60 and many area wise, stream wise so it is available to more research.

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Personality of Students Studying in College of Mahisagar District

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ABSTRACT

The present study is intended to examine the personality of student studying in college of mahisagar district. The variables included for the study apart from personality is gender. The study was conducted on a sample of 120 students (60 boys, 60 girls) randomly selected from the various colleges of mahisagar district. A Standardized questionnaire Maudsley Personality Inventory (1959) developed by Hans. J. Eysenck and formatted in Gujarati by Dr. D. J. Bhatt was adopted for this study. There are 48 items in this inventory. The data was analyzed to examine the influence of individual factor on personality variables. 't' test was used for calculation. The results show that girls have suffered from neuroticism and also introvert personality and boys have emotional maturity and also extrovert personality.

Key words: - Personality, college students, neuroticism - emotional maturity, extrovert - introvert personality.

Introduction

Personality may be hard to define, but we know it when we see it. We all make personality judgments about the people we know. A major part of coming to understand ourselves is developing a sense of what our personality characteristics are. we even from impressions about the personalities of people we do not know but have only read about.

When psychologists define personality, they tend to refer to qualities within person characteristics of a person's behavior, or both. In a now famous definition, psychologist Golden Allport (1937) mentioned both inner qualities and behavior, but he emphasized the inner qualities: "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment". In a more recent definition, psychologist Walter Mischel (1976) mentioned both inner processes and behavior. Personality, he wrote, consists of " the distinctive patterns of behavior (including thoughts and emotions) that characterize each individuals adaptions to the situation of his or her life." however most agree that personality includes the behavior patterns a person shows across situations or the psychological

characteristics of the person that lead to those behavior patterns.

Personality has been studied in a number of different ways. some have developed broad theories to explain the origins and make up of personality. other have focused only one or two issues, such as the influence of heredity of personality.

2. Objective:

1. To study of neuroticism area of Personality of boys and girls students of mahisagar district.

2. To study of extraversion area of personality of boys and girls students of mahisagar district.

3. Hypothisis

1. There is no significant difference between the mean score of girls and boys students towards neuroticism area of Personality of mahisagar district.

2. There is no significant difference between the mean score of girls and boys students towards extraversion area of Personality of mahisagar district.

4. Method:

1. Sample:

In the present study sample was selected randomly. We taken 60 girls students and 60 boys students selected from different college of mahisagar district. Total 120 samples were selected in this study.

Approximately 180 samples were selected in each category for the research study. After disposing off incomplete and unclear details, a total of 120 samples were selected as per primary planning.

2. Tools:

In order to measure neuroticism and extraversion of boys and girls students of mahisagar district, we have used **Maudsley Personality Inventory** developed by **Hans J. Eysenck** and formatted in Gujarati by **Dr. D. J. Bhatt (1993)** and revision and standardization by **Paghdal C.V. (2006)** there are 48 Items in this inventory. The retest reliability of neuroticism is at the rate of 0.76 and reliability of extraversion is the rate of 0.74. The validity of the scale of **Maudsley Personality Inventory** is very high. This inventory is majored current level of personality.

3. Variables:

In Present research work the nature of various variables is given in the following table.

Sr. No	Name of Variables	Nature of variables	Number of level	Area of level
1	Gender	Independent	2	1. Boys Students 2. Girls Students

| 2 | Personality | dependent | 2 | 1. Raw score of neuroticism 2. Raw score of extraversion |

5. Statistical Calculation:

Obtained information analyzed as per mean, SD &'t' Test method. And hence, internal effect on the independent factors was examined.
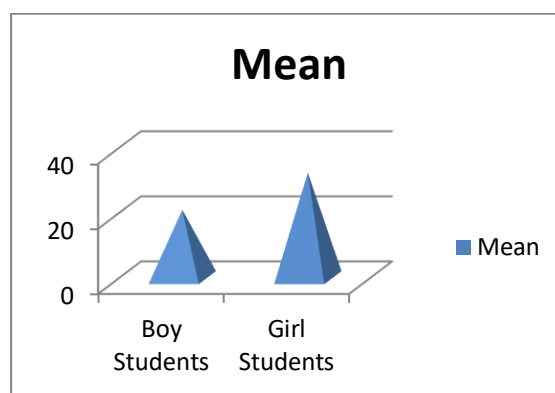
6. Result and discussion:

1. Table-1:

Showing Mean, SD &'t' value of neuroticism area of personality of students in relation to their Gender.

Sr. No	Group	N	Mean	SD	't' Value	Table Value	Level of Sign.
1	Boys Students	60	20.88	3.89	16.60	1.98	0.05
2	Girls Students	60	32.25	3.65			

As can be seen from table that't' value of **16.60** is significant at 0.05 level. This means that the two groups under the study differ significantly in relation neuroticism area of personality. The mean score of boys students group is **20.88** as against the mean score of **32.25** of the girls students group. It should be remembered here that, according to scoring pattern,

higher score indicate neuroticism and lower score indicate emotional stability. Thus from the result according to the mean it could be said that the girls students have neuroticism and the boys students have emotional stability. The hypothesis that "There is no significant difference between the mean score of girls and boys students towards neuroticism area of Personality of mahisagar district." is rejected.

2. Table-2:

Showing Mean, SD &'t' value of extraversion area of personality of students in relation to their Gender.

Sr. No	Group	N	Mean	SD	't' Value	Table Value	Level of Sign.
1	Boys Students	60	33.25	4.36	14.80	1.98	0.05
2	Girls Students	60	18.76	3.52			

As can be seen from table that 't' value of **14.80** is significant at 0.05 level. This means that the two groups under the study differ significantly in relation

extraversion area of personality. The mean score of boys students group is **33.25** as against the mean score of **18.76** of the girls students group. It should be remembered here that, according to scoring pattern, higher score indicate extraversion and lower score indicate introversion. Thus from the result according to the mean it could be said that the boys students have extrovert personality and girls student have introvert personality. The hypothesis that "There is no significant difference between the mean score of girls and boys students towards extraversion area of Personality of mahisagar district" is rejected.
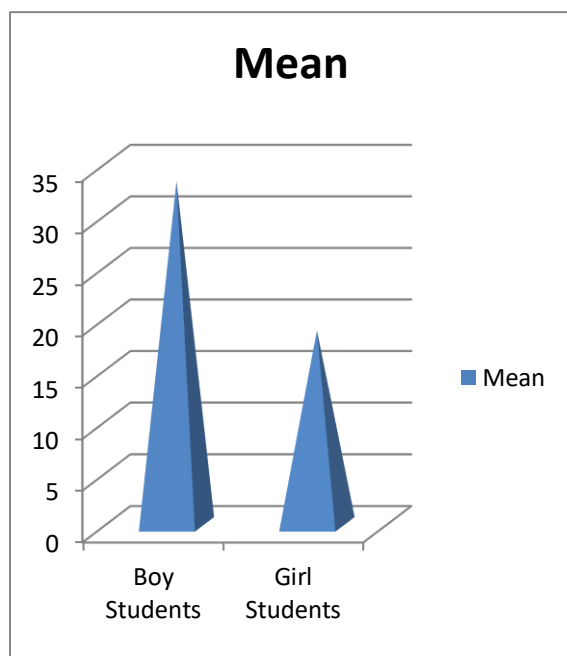

7. **Conclusions**:

1. Girls have suffered from neuroticism and also introvert personality.

2. Boys have emotional maturity and also extrovert personality.

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Developing Inclusive Education Skills Among School Teachers

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Abstract

*A major illusion on which school system rests in that most learning is result of teaching. Schools have admitted students of different capacities and abilities as a result of above directives. Schools have also moved from integrated schools to inclusive schools. Integrated schools viewed student as a problem whereas the inclusive education views system as a problem. The system is ill equipped to cater to the needs of children. What are the bottleneck and issues in the efficient functioning of the schools to help these children? What are the causes of exclusion? What are the reasons that lead teachers to aavesh (anger)? The capacity of not being able to deal with **some kinds** of children leads to frustration and anger. The teachers in the 2015+ schools will have to be equipped with skills, strategies and assessment processes of these children. The schools have become systems of selection as against systems for nurture of everyone. Ahmed (1975) argued, "what is learning regardless of where, when, and how it occurs. There exists wide latitude in sources, location,, times and tools of learning. Speaking about formal education he continues, "Formal schools have served as a gigantic sorting machine selecting a very small fraction of their clientele for entrance into progressively higher levels of formal education and dumping the vast majority by the wayside…It is coming to be recognized that education need not be equated with schooling and measured by years of exposure to schooling,… the schools importance in relation to other means of education is not increasing, but diminishing." Inability to cope with the system, for whatever reason, leads to exclusion from it. If the schools as a system, for whatever reason, leads to exclusion of the students, then an understanding of the nature of these students; the nature of students' inabilities need attention. The next step would be how these inabilities can be handled and; how these students can be helped. In this paper the authors would like to address some of the above issues. The focus would be mainly on equipping teachers to be able to address the process of "samavesh".*

Keywords:- Inclusion, Teachers, Multiple Intelligences, Learning, Assessment

Introduction :

A major illusion on which school system rests in that most learning is result of teaching. Schools have admitted students of different capacities and abilities as a result of above directives. Schools have also moved from integrated schools to inclusive schools. Integrated schools viewed student as a problem whereas the inclusive education views system as a problem. The system is ill equipped to cater to the needs of children. What are the bottleneck and
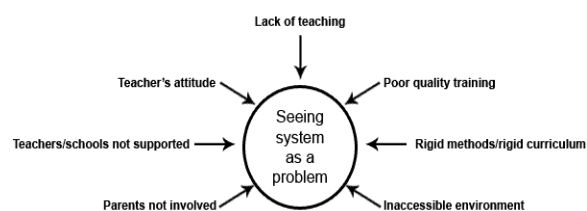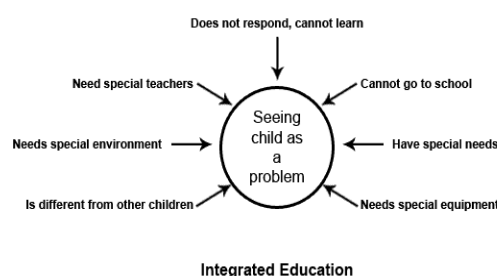
issues in the efficient functioning of the schools to help these children? What are the causes of exclusion? What are the reasons that lead teachers to aavesh (anger)? The capacity of not being able to deal with **some kinds** of children leads to frustration and anger. The teachers in the 2015+ schools will have to be equipped with skills, strategies and assessment processes of these children. The schools have become systems of selection as against systems for nurture of everyone. Ahmed (1975) argued, "what is learning regardless of where, when, and how it occurs. There exists wide latitude in sources, location,, times and tools of learning. Speaking about formal education he continues, "Formal schools have served as a gigantic sorting machine selecting a very small fraction of their clientele for entrance into progressively higher levels of formal education and dumping the vast majority by the wayside…It is coming to be recognized that education need not be equated with schooling and measured by years of exposure to schooling,… the schools importance in relation to other means of education is not increasing, but diminishing." Inability to cope with the system, for whatever reason, leads to exclusion from it. If the schools as a system, for whatever reason, leads to exclusion of the students, then an understanding of the nature of these students; the nature of students' inabilities need attention. The next step would be how these inabilities can be handled and; how these students can be helped. In this paper the authors would like to address some of the above issues. The focus would be mainly on equipping teachers to be able to address the process of "samavesh".

We have admitted children to school, these children may have a variety of issues which will have to be addressed. Earlier we had this concept of integrated school and now we are moving on to inclusive schools. These inclusive schools can be any school any where in any location.

Difference between integrated and inclusive education:

What is the difference between integrated education and inclusive education can be understood by the two following diagrams.

Integrated Education

Inclusive Education

Having understanding of inclusive education it is imperative to understand who the people who need inclusion and treatment are. It can be seen from the above diagram that system is the problem. The system is unable to cope with the people needing help. The attitude of teacher is such that we need to cater to the majority. Let us look at it from other angle majority is all capable and can take care of themselves. The rest of the children require attention and help from the teachers. How can the teachers help them, the teachers are not equipped with the necessary tools and skills necessary to primarily identify and then support these children.

Who needs inclusion?

As used by UNESCO, inclusion refers to far more than students with special educational needs. It is centered on the inclusion of marginalized groups, such as religious, racial, ethnic, and linguistic minorities, immigrants, girls, the poor, students with disabilities, HIV/AIDS patients, remote populations, and more. In some places, these people are not actively included in education and learning processes. In the U.S. this broader definition is also known as "culturally responsive" education. Culturally responsive know how to base learning experiences on the cultural realities of the child (e.g. home life, community experiences, language background, belief systems). Not all the

children need help at all the times some children need help temporarily, some may need for longer time, some may have physical, emotional or physiological problem and may need help. So, inclusion according to the authors may be needed by any child at any point of time.

Preparing Teachers for inclusion/ "samavesh":

Teachers will have to be sensitized to believe and understand that their effort can and will bring substantial amount of change in the minds of children to fight the situation they are in. the teachers will have to understand, firstly, that help in terms of "samavesh" may be needed by any child at any point of time. Secondly, we don't need extra funding and manpower to support at all times. Parents and peer group can also support, if appropriately sensitized to understand the issues at hand.

Some strategies that can help teachers:

Some of the strategies that we have collated from various sources could be as follows, teachers will have to closely work with the students to chart out the maps, gaps and path for their future. After that some direct teaching strategies are listed followed by a customized way of adapting curriculum to the needs of the students. Apart from teaching strategies we are also emphasizing on assessment using MI. We do believe strategies alone will not help support will be

needed from administration and school principal.

1. MAPS -- Making Action Plans -- is a planning process for people and organizations that begins with a story - the history. Maps has a series of empty container questions that ask a person/organization to tell us some of the milestones on their journey, so we can get to know them, dream with them, and begin to build a plan to move in the direction of their dreams.

MAPS is a wonderful way to 'get to know' someone, in schools, in communities, in life. It is powerful and requires skilled facilitation by two facilitators - in order to make it safe for the MAP finder. A simple guideline: do no harm. Although MAPS originated in the 'disability' sector, its applications cover the full spectrum of life situations.

2. PATH is a creative planning tool which starts in the future and works backwards to an outcome of first (beginning) steps that are possible and positive. It is excellent for team building. It has been used to mediate conflicts. It is loved by people who actually want to change the ways we currently work.

PATH is a powerful planning process that wasdeveloped by Jack Pearpoint, John O'Brien and Marscha Forrest in the beginning of the 1990s. PATH uses like MAPS a graphic process in a meeting where the main person has invited people that they have chosen. It is important that the person and their support circle are well supported and prepared for the meeting.

PATH uses a graphic process where the people planning with the person support them to share their dreams for the future then to set positive and possible targets to move towards that dream. PATH is comprised by eight steps (O'brien, Pearpoint & Kahn 2010, 63):

1. Locate the North Star
2. Generate a Vision of a positive possible future
3. Describe the Now
4. Invite Enrollment
5. Decide to Get Stronger
6. Identify Bold Steps
7. Organise the month's work
8. Agree to Next Steps

So, the PATH group process enables "discovering a way to move toward a positive and possible goal, which is rooted in life purpose, by enrolling others, building strength, and findings. Person- Centered Planning: Maps and Paths to the Future.For example, what kind of job would the person like to have? How can the person gain experience now that could lead to a job in the future? Who on the team will take responsibility for making arrangements for the person to gain this experience? This process results in a strong commitment on the part of the team members to take specific actions now to help the individual progress along his\her path to the future.

3. Strategies for Direct Instruction

- Specify clear lesson objectives
- Teach directly to those objectives
- Make learning as concrete and meaningful as possible
- Provide relevant guided practice
- Provide independent practice
- Provide transfer practice activities

Instructional Methods

- Teachers have the knowledge and skills needed to select and adapt curricula and instructional methods according to individual student needs.
- A variety of instructional arrangements are available (e.g., team teaching, cross-grade grouping, peer tutoring, teacher assistance teams).
- Teachers foster a cooperative learning environment and promote socialization.

4. Adapting Learning designs as per the needs of the learners:

- **Sequence** – Break down the task, step by step prompts.
- **Drill-repetition and practice-review** – Daily testing of skills, repeated practice, daily feedback.
- **Segment** – Break down targeted skill into smaller units and then synthesize the parts into a whole.
- **Direct question and response** – Teacher asks process-related questions and/or content-related questions.
- **Control the difficulty or processing demands of a task** – Task is sequenced from easy to difficult and only necessary hints or probes are provided.
- **Technology** – Use a computer, structured text, flow charts to facilitate presentation, emphasis is on pictorial representations.
- **Group Instruction** – Instruction occurs in a small group, students and/or teacher interact with the group.
- **Supplement teacher and peer involvement** – Use homework, parents, or others to assist in instruction.
- **Strategy clues** – Reminders to use strategies or multi-steps, the teacher verbalizes problem solving or procedures to solve, instruction uses think-aloud models.

- Most teachers have to adapt instruction for their students and usually don't have a say in choosing the curriculum or designing the materials before they are expected to use them. If the developers of curricular materials anticipated some of the needs that teachers face in inclusive classrooms, such as students who read below grade level or who have organizational or attention-deficit problems, and if they then designed accommodations for these needs into the materials, that would free up teachers to devote more time to teaching and less to adapting the curriculum.

- While this may sound like an ideal situation, actually it is neither unrealistic nor far in the future of public school classrooms. Over the past few years, there has been a concerted effort in special education to promote curricular materials with built-in adaptations, particularly in digital media, that are flexible and customizable. Known as **universal design for learning**, the movement is based on the principles behind the universal design movement for access to products and environments for all users. The educational strategies behind universal design for learning basically underlie any sort of classroom adaptations. When a teacher adapts a curriculum, she or he works to accommodate as many student needs as possible by developing an array of potential supports. An unadapted curriculum generally is one-size-fits-all, but adapted materials can be tailored to the students.

- In this way, universally designed materials can accommodate students where they need it, but those supports are incorporated during the development phase, rather than having to be added after the fact. The same strategies that teachers use to adapt inefficient or inconsiderate materials go into universally designed curricular materials.

- A history text, for example, is written to include graphic organizers and strategic questions to help students who would find a typical text inaccessible but also to provide a challenge for those who would otherwise find it boring or unengaging. A digital reading program can highlight the text word for word or sentence by sentence for students who have difficulty following along by themselves, or it can say the words out loud for those who need more familiarity with the sounds of what they read. Such adaptations could be designed and provided by teachers, but the more resources that come packaged with the curriculum, the greater its flexibility and the less it has to be modified by the teacher.

5. **Using Multiple Intelligences in Testing and Assessment**

Although Howard Gardner's theory of multiple intelligences (MI) is over a decade old, teachers are still trying to find the best way to use this theory to assess students with different styles of learning and varied academic strengths. Multiple Intelligences shape the way students understand, process, and use information.

Gardner groups student capabilities into eight broad categories (each student's unique learning style is a combination of these intelligences):

- **Logical/mathematical** (uses numbers effectively)
- **Visual/spatial** (is artistically or spatially perceptive)
- **Bodily/kinesthetic** (excels at tasks that require physical movement)
- **Musical** (perceives and/or expresses musical forms and patterns)
- **Linguistic** (uses words effectively)
- **Interpersonal** (responds well to others)
- **Intrapersonal** (is reflective and inner-directed)
- **Naturalist** (makes distinctions in the natural world)

Since no single approach to teaching and assessment can possibly work best for every student, teachers face a challenge. What's the best way to match assessments to students' learning styles?

Assessing Multiple Intelligences

Of course, assessment should reflect the diversity of intelligences and learning styles in your classroom. For example, students who are good at spatial learning might not display the full range of their knowledge on an essay test. In fact, traditional testing methods are inherently biased in favor of students with strong linguistic and mathematical skills. Advocates of MI theory suggest that teachers supplement their traditional assessment methods with assessment strategies that evaluate student progress in an inclusive, meaningful way. So, how can you use the theory of multiple intelligences to assess student achievement in your classroom? The MI approach to testing is closely related to authentic assessment. This approach enables students to demonstrate the depth of their understanding, connect their classwork to real-life experiences, and apply their knowledge to new situations.

MI theorists offer the following tips:

- Emphasize ongoing assessment and progress. Continue to ask if and how students have improved their skills.
- Introduce assessment to your students as a regular part of classroom life. Make assessment a part of the learning process, not a stressful, intimidating "event."
- Try to use instruments, tools, and procedures that embrace some, if not all, of the multiple intelligences.
- Use a wide range of assessment tools to measure students' skills and abilities.
- Give lots of feedback!

Build Your Own Assessment Repertoire

To create successful assessment strategies, familiarize yourself with your students' individual learning styles. Knowing how your students learn best can help you choose approaches that will reach them most effectively. Here are some specific strategies that can make assessment productive and fun:

Linguistic

- Ask students to write in a journal regularly.

- Give oral exams and/or essay tests.
- Emphasize creative writing – have students write poems, plays, and stories.

Logical/Mathematical

- Assign science labs and experiments.
- Have students complete logic problems and games.

Bodily/Kinesthetic

- Challenge students to write and perform plays.
- Have students build models or use other hands-on techniques to show what they learned.

Visual/Spatial

- Invite students to create collages, murals, and posters.
- Encourage students to illustrate their ideas using maps, charts, and graphs.
- Help students use school equipment to make a video or slide show.

Interpersonal

- Stage a classroom debate.
- Have students work collaboratively to brainstorm and prepare a project.

Intrapersonal

- Ask students to identify their own academic strengths and weaknesses.
- Have students think of personal goals and give progress reports.

Musical

- Challenge students to identify and explain patterns in music or poetry.
- Ask students to write new lyrics to familiar melodies or to compose a new song.

- Naturalist
- Ask students to keep environmental journals and to share their observations.
- Invite students to lead classmates on a nature walk to point out interesting plants and animals they found during independent study.

Note that many of these assessment strategies evaluate more than one kind of intelligence. You can use strategies like these and other combinations of projects, performances, and portfolios to assess students' progress.

There is no "right" way to use multiple intelligences in testing and assessment. You don't have to overhaul your whole curriculum. But you can make an effort to address each student's strengths and weaknesses by using creative alternatives to traditional testing in your classroom.

Needed Support:

Teaching strategies listed above can have substantial impact if supported by other departments. Some special services may be required from time to time. The school plant/ building/ infrastructure should also support the children and the building also needs to be inclusive. Support may also be needed in terms of collaboration by various people, NGOs, parents and community.

Services and Physical Accommodations

- Services needed by the student are available (e.g., health, physical, occupational, or speech therapy).

- Accommodations to the physical plant and equipment are adequate to meet the student's needs (e.g., toys, building and playground facilities, learning materials, assistive devices).

School Support

- The principal understands the needs of students with disabilities.
- Adequate numbers of personnel, including aides and support personnel, are available.
- Adequate staff development and technical assistance, based on the needs of the school personnel, are being provided (e.g., information on disabilities, instructional methods, awareness and acceptance activities for students, and team-building skills).
- Appropriate policies and procedures for monitoring individual student progress, including grading and testing, are in place.

Collaboration

- Special educators are part of the instructional or planning team.
- Teaming approaches are used for problem-solving and program implementation.
- Regular teachers, special education teachers, and other specialists collaborate (e.g., co-teaching, team teaching, teacher assistance teams).

Conclusion:

Teachers will have to be prepared to deal with all kind of children. Teachers need support in attending to different kinds of issues not just in terms of teaching but also in terms of assessing children. The inability to attend to and help children leads to avesh in teachers. So, the two year B.Ed program that is envisaged to begin from 2015-16 academic year can look into nitty gritty of training teachers to become inclusive teachers with the help of strategies given in this paper teachers can move from aavesh to samavesh with the much needed support from principal, parents and peer group.

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