

6th Semester

DISCIPLINE SPECIFIC ELECTIVES(DSEs)

Option 1

EDU616DA - Issue and trends in contemporary Indian Education II

CREDITS -6

Unit –I Adult Education and Distance Education

- a. , Needs and Importance of Adult Education and Lifelong Learning.
- b. National Literacy Mission (NLM) and Total Literacy Campaign(TLC)
- c. Meaning , Needs and Importance of open and Distance Learning (ODL)
- d. Concept Salient features of Distance education.
- e. Open University system.

Unit - II Exceptional Children

- a. Gifted – Concept , Identification and Education of the Gifted
- b. Mental Retarded ,Identification and Education .
- c. Delinquent – concept, identification and Education.
- d. Concept of Inclusive Education.

Unit – III Guidance and counseling

- a. Concept and Principles of Guidance
- b. Types of Guidance: Educational Vocational and Personal
- c. Needs and Importance of Guidance at secondary level.
- d. Concept and Elements of counseling

Unit – IV Statistics in Education

- a. Relative measures : Concept and computation of percentile and percentile rank standard scores
- b. Bivariate correlation : Meaning and Computation of Correlation by Rank Different Method and Product Movement Method (raw score only). s

UNIT – I Ault education and distance education

Concept of adult education :

You can understand the concept of “adult education” better if you understand the concept “Adult” we will therefore focus first on adult. In simple terms we can define “Adult” as a person who has attained mental, physical, emotional and social or legal age for marriage, or for franchise or voting right.

In the context of Adult Education the concept ‘Adult’ remained inadequately defined because of multiplicity of criteria used in defining it. The Oxford Advanced Learner’s Dictionary (1995) defines Adult Education as:-

- Growing full size.
- Intellectually and emotionally mature.
- Legally, old enough to vote , marry etc.

Adult Education:-

Adult Education had been defined by different people and institutions , it is more useful for us to have a look at a few definitions quoted and analyzed by “Lakshmi Reddy” According to him some have defined it as education that starts at a particular stage of level of education. According to Lindeman (1961) Adult Education more accurately defined, begins where vocational education leaves off. Adult Education offers some who were not privileged a last chance to learn. Some feel a need for training in basic skills of learning so they enroll for learning, reading, writing and arithmetic.

The General Conference of UNESCO comprehensively defines Adult Education as the entire body of organized educational processes, where content level and method whether formal or otherwise whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship,

Whereby persons regarded as Adults by the society to which they belong develop their abilities, enrich their knowledge, improve their attitudes or behavior in the two fold perspective of full personal development and participation balanced and independent social, economic and cultural development.

Adult education is also regarded as the provision of largely non- vocational education for people who have left school and are not formally registered for a college and university course leading to certification.

Needs and Importance of Adult Education:-

The following reasons will tell you why Adult Education is important and why we need Adult Education.

1. Adult Education help us to keep up with the changes in the world :-

Since the dawn of technology the world has been undergoing a rapid transformation. The ways in which we work communicate, travel and even study have all been altered forever. If we are to continue living productive and independent lives. We must keep up with this developments. This is where adult education can come in handy keeping up with worldly advances and learning to understanding issues surrounding things such as races, gender, sexuality and religion will make more a better more harmonious society .

2. Adult Education helps us keep up with the changes in ourselves :

Throughout our lives our mind, bodies and circumstances are instantly changing. For some people this means their interests and passions many alter. For some it may mean that their financial situation takes a turn and for other people, it may mean an injury or a change in health, In any case as things move on it is good to be ahead of the *. Some one who started their career in one field may long for change while another who grew up with plenty of money, may find that they are in need of extra income. Adult learning courses make all of this possible. The availability of such education makes it much easier for us to follow our minds and achieve our potential.

3. Adult Education is essential for retraining:-

Having the option to retrain quickly and efficiently will benefit the lives of many adults in the coming years. Adult college courses are also essential for individual who dislike their current role and want to remark on a new path,.

4. Learning keeps the mind active:-

Learning a new language mastering a new skill or even something as simple as filling in a crossword can have countless mental benefits. Exercising the mind is just as important as exercising the body. This is why at Stonebridge we believe that adult education should be taken seriously.

5. Learning keeps you busy socially too :-

People who open themselves up to new learning experience often find themselves involved in a more social experience . Developing new skills also adds a new level of interest and passions are likely to gravitate towards others with a similar interest and passion. Create healthy, nourishing friendship. These peoples who are surrounded with friends and interests, are also likely to benefits from feeling more confident and outgoing .

6. Education feeds a person's creativity :-

On top of this a new distance learning education course may help feed a person's creativity by allowing them to express themselves more in a more effective way. This type of creativity can provide people with a sense of purpose or even reduce stress and anxiety.

7. Adult Education gives people a second chance:-

The person who does not get chance to attain the formal education Adult Education gives them chance for continuing education and also provide some opportunities like learning while earning . adult education provide an option to adults so that they able to access courses and training to help them build their life they want for themselves.

Concept and Meaning of Distance Education :-

In simple term the system of education in which education is imparted from a place to a distant learner is called distance education. The institutionalized education offered by or received from correspondence/ distance educational institutions and open universities falls under distance education. For better understanding about distance education we quoted some of the definitions.

1. According to Peter (1973) distance teaching/education is a method of imparting knowledge , skills and attitudes which is rationalized by the application of division of labor and organizational principles as well as by extensive use of technological media specially for the purpose of reproducing high quality teaching material which makes it possible to instruct great number of students at the same time wherever they live. It is an industrialized form of teaching and learning e.g. IGNOU.

The term distance education has now become a generic term for forms of education in which the teachers and the students are separated by geographical distance and communication is through correspondence or other form of technology e.g. satellite computer , electronic mail etc. the latest among the distance teaching institution of higher education are the open universities. IGNOU a national open university in India is the famous one for distance education which provide higher learning to the people . University of Queens land in Australia which begin its distance education program in 1911. In 1950 the university of New England in Armidale. There is a real sense in which the open universities in the United Kingdom act as a catalyst in the formation of these institutions , many of them being founded in the years 1970s and 1980s. throughout the world there has been a remarkable development of these universities all offering various degree programs.

Nevertheless what we can notice is that these open universities are in turn establishing separate distance education units and offering specialized programs through distance education.

Needs and Importance of Distance Education :-

Distance education in India is getting overwhelming response. What was once considered a ridiculous mode of learning is now gaining popularity across India. Following are the importance of distance education in India:

1. Rapid growth of education: with the advancement in education and technology it is very difficult to implement new changes through formal education.
2. Population : the immense growth of population has reduced the possibility of formal education to educate wide range of student.

3. Geographical limitations: students living in places that are geographically isolated from the nearby educational centres find it difficult to get formal education. Distance learning would be a great platform for these students.
4. Qualification improvement: many aspirant students cannot offered to quit current job for higher studies. Distance learning enhances educational qualification of these students while being in their current jobs.
5. Desire to work and study: if you are a good enough to learn while you earn then must considered enhancing your skill through opting for distance learning course.
6. Education for all ages: unlike formal education distance education does not have an age barrier, students of any age can enroll for distance learning.
7. Financial circumstances : distance learning is a gaining popularity across India as it is much cheaper option when compare to formal learning not everyone in India can afford formal learning courses like MBA and other masters degree. More students opt for distance learning owing to shortage of money.

Meaning of Life Long Education:

In broad sense life long education includes all process by which an individual acquire formal, non formal education are continuously through adulthood for necessary career development and valuable personal enrichment. It is far from being limited to the period of attendance at a school for education and learning. It extends through out life includes all skills and branches of knowledge uses all possible means and gives the opportunity to all people for full development of their personality.

Life long education is the provision and utilization of educational experience throughout person's life. It implies learning throughout life and therefore donates an overall scheme aimed both at restructuring the existing education system and at developing the entire education potential inside and outside educational system.

Life long education is the concept that education is not a once for all experience confined to the initial cycle of full time education commenced in childhood.

Needs and Importance of Life Long Learning:-

Whether pursuing personal interest and chasing professional ambitious life long learning can help us to achieve personal fulfillment and satisfaction. Here we discuss some of its needs and importance

1. Renewed self motivation :- sometimes we get stuck in a rut doing things simply because we have to do them like doing to work or cleaning the house.
2. Recognition of personal interest and goal :- reigniting what makes you tick as a person reduce makes life more interesting and can even open future opportunities.
3. Improvement in other personal and professional skills:- while we are busy in learning a new skill are acquiring other valuable skills that can help us in our personal and professional lives this is because we utilize other skills in order to learn to sew requires problem solving learning to draw involves developing creativity.

4. Improve self confidence:- becoming more knowledgeable and skilled in something can increase our self confidence in both our personal and professional lives. In our personal lives these confidence can stem from the satisfaction of devoting time and effort to learn and improving , giving us sense of accomplishment.

In our social and professional lives these self confidence can be the feeling of trust we have in our knowledge and the ability to apply what we have learn.

It recognized that human have natural drive to explore, learn and grow and encourage us to improve our own quality of life and sense of self worth by paying attention to the ideas and goals that inspires us.

Meaning of Open and Distance learning (ODL):- the concept of open learning and distance education system focus on open access to education and training to make the learners free from the constraints of time and places and offering flexible learning opportunities to individual and groups of learners. (ODL) is one of the most rapidly growing fields of education nowadays and it has substantial impact on all education delivery system. The education concept of ODL education comes from idea where to learners and the teachers cannot be in a classroom and they should be separated by some geographical distance or many be they cannot be in a classroom and they may be come close to each other to maker the entire education system flexible. In the late 1800s at the universities of Chicago the first launch major correspondence program the U.S in which the teacher and the learner were at different places. After the development of Radio during first world war and television in the 1950s the mode of instruction outside of the traditional method and classroom had suddenly found delivery system. In the present days we have audio and computer teleconferencing which have influenced the delivery of instruction in public school, higher education , business and industries.

ODL system in India:-

Open and distance learning in India started around 1960s by the 1980 there were 34 universities offering correspondence education through departments designed for that purpose. The first single model open university was established in Andhra Pradesh in 1982 followed by the Indra Gandhi National Open University (IGNOU) and subsequently in Bihar , Rajasthan , Gujarat, West Bengal established throughout the 1980s and 1990s.

Needs and importance of open and distance learning:-

The following points highlights the needs and importance of distance education.

1. Explosion of knowledge:

There is explosion of knowledge because of rapid scientific and technological developments. The formal system of education on account of its rigidity and high cost, finds it difficult to incorporate new changes speedily desired.

2. Population explosion :-

Unprecedented growth rate of population has resulted in the corresponding increase in students. The formal education system serve a selected and limited numbers of students.

3. Varied needs:-

Distance learning is needed to satisfy the varied needs of varied students .

4. Earning while learning:-

Distance education is specially needed for those who want to learn while earn.

5. Desire to improve qualification:-

There are many people who want to improve their educational qualification while they are in job.

Distance learning provide opportunity to such people to improve their qualification.

6. Geographical isolation:-

People may be geographically isolate because of distance or because a communication system has not been developed.

7. For different ages:-

Distance learning can be used to teach people of different age and to teach courses from a wide range of discipline areas

8. Universal education:-

Distance learning is needed to achieve the goal of the nation for universalisation of education .

9. **Self improvement:-**

Distance learning is needed from the point of view of self learning and self improvement of individual who otherwise is deprived of receiving proper education.

10. It provide opportunity to large no of people who had previously been denied from such opportunities.

National Literacy Mission (NLM):-

National Literacy Mission (NLM) was set up by the government of India on 5th May 1988 with an aim to eradicate illiteracy in the country by imparting functional literacy to non-literates. Thus, National Literacy Mission (NLM) was established not only to make everybody just self reliant in three R's- reading, writing and arithmetic but also to make them aware of the development issues affecting the society. The target group of NLM is people between the age of 15 and 35. National Literate Mission works under the guidance of National Literacy Mission Authority, an independent wing of Ministry of Human Resources and Development.

The National Literacy Mission (NLM) has two flagship programmes- Total literacy programmes and Post literacy Programme through which it gives shape to its aims. But with the revitalization of National Literacy Mission Programme on 30th September 1999, both the campaigns have come under one single project: 'Literacy Campaigns an Operation Restoration'.

The NLM initiated its first successful literacy campaign in Kottayam city of Kerala followed by Ernakulam district of the same state. Till November 2002, 596 districts out of the total 600 districts of the country had been covered up by the National Literacy Mission (NLM) under the total literacy campaign programme. Out of which, 191 was in the post literacy phase and 238 in the continuing education phase.

The initiation of total literacy campaigns by the National Literacy Mission has achieved due recognition also. The UN agency-UNESCO in year 1999 conferred upon it UNESCO Noma Literacy Prize. It also received appreciation of the jury for the teaching learning material produced by it and for the voice raised by it to make quality primary education in schools.

Total Literacy Campaign (TLC): 8 Stage-Wise Implementation of the Campaign in India

The Total Literacy Campaign (TLC) is a dominant strategy for eradication of adult illiteracy in India. This approach is a potent and viable model which helps to achieve a significant breakthrough in the literacy scene in India. It constitutes the principal strategy of National Literacy Mission (NLM).

This TLC is area-specific, time bound, volunteer-based, cost effective and outcome-oriented. The thrust is on attainment of functional literacy through prescribed norms of literacy and numeracy. The learner is the focal point in the entire process. The measurement of learning outcome is continuous, informal and participative.

There is stage-wise implementation of the Campaign:

1. Preparing the Ground:

This is the initial stage of the TLC. It begins with a process of consultation and consensus, involving political parties, teachers, students and cultural groups.

2. Creation of the Organisational Structure:

The implementations of the campaigns are done through district-level literacy committees which are registered under the Societies Registration Act. The district collector/chief secretary and the zilla parishad provides the leadership. All sections of society are given due representation in planning and implementation of the programme. The campaign is delivered through volunteers without any expectation of reward or incentive.

3. Survey and District Profile:

A detailed survey is conducted in the district to identify the non-literate people. During the survey, volunteer teachers and master trainers are also identified.

4. Environment Building:

The basic objective of the environment building stage is to generate a demand for literacy. Environment building includes mobilizing public opinion, creating community participation, sensitizing educated sections of the community and recruiting them as volunteers and mobilizing and motivating non-literate people to become literate. Hence, this stage is an extremely important part of the Total Literacy Campaign. Several Media are utilized for environment building such as folk art, street plays, nukkad nataks, bhajans and kirtans, padayatras and literacy walls etc.

5. Development of Teaching Learning Materials:

The materials are based on an innovative pedagogy called Improved Pace and Content of Learning (IPCL) that incorporates motivation-oriented teaching learning material books which

contain exercises, tests and space for practice to achieve the objective of imparting literacy in 200 hours.

6. Training of the Task Force:

Training is conducted through key resource persons and master trainers. First, the key resource persons are trained, who in turn train the master trainees. The master trainers in batches then train volunteer teachers.

7. Actual leadership Process:

There are the three progressive sets of primers. Each primer is an integrated one, in the sense that it combines workbook, exercise book, tools of evaluation of learning outcome, certification etc. The entire process is based on the principle of self evaluation. The tests are simple and participative.

Each learner is free to participate to attain the desired level according to his/ her convenience. It is, however, expected that a learner, should be able to complete all the three primers within the overall duration of 200 hours spread over six to eight months.

8. Monitoring and Evaluation:

Monitoring and supervision of TLC is done through a periodic system of reporting and visits of the officials of the NLM, state Directorates of Adult / Mass Education and the State Resource Centres. The management information system in a campaign is based on the twin principles of participation and correction. It has to be accountable, credible and instead of being enrolment-oriented, it should be outcome-oriented.

Though the Total Literacy Campaign is meant to impart functional literacy. It also disseminates other messages such as enrolment and retention of children in schools, immunization, propagation of small family norms, promotion of maternity and child care, women's equality; and empowerment, peace and communal harmony.

Unit II Exceptional children

Meaning of Exceptional child: -

“An **exceptional child** is he who deviates from the normal or average **children** in mental, physical and social characteristics to such an extent that he requires a modification of school practices or special educational services or supplementary instruction in order to develop to his maximum capacity.” Hewell and Forness ...

Types of Exceptionality:-

There are four Main types of Exceptional Children

1. Intellectually exceptional child(Gifted and Mentally Retarded child)
2. Physically Exceptional
3. Emotionally Exceptional (Delinquent)
4. Multi Exceptional child

Meaning of Gifted child:-

Meaning and Definition of Gifted Children:

The term ‘gifted’ and ‘talented’ are used interchangeably. The gifted child shows his excellence in performing some special tasks their behaviour in classroom is above average or very high. The psychologists have identified gifted children on the basis of I.Q. J.P. Guilford in his theory of ‘Structure of Intellect’ has given 120 abilities. If a child shows the best on anyone ability is known as gifted child. The giftedness refers to mental ability of a child.

The term ‘giftedness’ has been defined by the psychologists in various ways. They have started the term with help of intelligent quotient, social potentialities or social efficiency and also statistically.

Some of the important definitions of ‘giftedness’ have been stated as follows:

According to W.B. Kolesnik, “The term gifted has been applied to every child who, in his group, is superior in some ability which may make him an outstanding contribution to the welfare and quality living in our society.”

According to Prem Pasricha, “The gifted child is the one who exhibits superiority in intelligence or the one who is in possession of special abilities of high order in the field which are not necessarily associated with high intelligent quotient.”

According to Havighurst, “The talented or gifted child is one who shows constantly remarkable performance or outstanding behaviour in any worthwhile endeavour.”

According to Terman and Witty, “The gifted children that Terman and Witty studied is, “Superior in physical development, educational achievement, intelligent and social personality.”

Characteristics of Gifted Children:

In the above definitions of 'giftedness', psychologists have enumerated the following general characteristics:

1. The giftedness is upper extreme on the normal distribution of any trait e.g. social, mental and aptitude.
2. A gifted child is one who shows remarkable and outstanding performance in any worthwhile task.
3. He possesses a superior central nervous system high degree of intellectual, creative and imagination.
4. A gifted child makes outstanding contribution to the welfare, quality of living and our society.
5. Gifted child possesses high ideational level in productive and evaluative thinking.
6. He is problem solver, innovators and evaluators of cultural and educational experiences.

These characteristics may be classified into the following three categories:

- (a) Intellectual characteristics,
- (b) Personality characteristics, and
- (c) Social characteristics.

Positive Characteristics of Gifted Children:

They possess positive qualities some are as follow:

(a) Intellectual Characteristics:

The following are intellectual characteristics:

- i. The gifted children have better ability to organize, analyse, memorise, and synthesize reason out things.
- ii. Have extensive rapidity in learning and comprehension.
- iii. Quick and clear self-expressions.
- iv. Good in abstract thinking and good insight.
- v. Good imagination power-use original ideas.
- vi. Better understanding and comprehensive power.
- vii. Keen and accurate observation power-can note minute details.
- viii. Rich Vocabulary.
- ix. Good common sense and good general knowledge.
- x. Generally better in Science and Arithmetic.

(b) Personality Characteristics:

The following are specific personality characteristics of gifted children:

- i. Have better ability to adjust, organize, analyse and synthesize things.
- ii. Sometimes show emotional-unstability also,
- iii. Better planning capacity,

- iv. Have lack of recognition of their potentialities,
- v. Feel boredom in classroom,
- vi. May participate actively in discussion,

(c) Social Characteristics:

The following are the specific social characteristics of children:

- i. They are socially well mature,
- ii. They are popular in his group,
- iii. They are responsible in performing their duties or assigned work,
- iv. They have quality of leadership,

Negative Characteristics of Gifted Children:

They possess some negative qualities which are as follows:

- i. May be restless, inattentive and disturbing.
- ii. May be coned isolated and neglected, if their potentialities are not paid due attention.
- iii. Becomes lazy if they find the school curriculum unchallenging to them, and does not take interest in school academic activities.
- iv. May be indifferent to class-work when not interested.

Identification of Gifted Children:

The identification of gifted children had been discussed in two aspects:

- (A) Need of identification, and
- (B) Basis of identifying gifted children.

(A) Need of Identification of Gifted Children:

Sammual A. Krik has rightly stated that several gifted children remain undeveloped and their potentialities are not properly utilized by the society because they have not been identified in schools. There is no provision for them for special education. They are taught along normal children in schools. The curriculum has been designed in view of needs of average students. In democracy gifted children are asset to the nation as well as to society. There is need to identify such children.

Two methods are commonly used:

- i. Informal method or observation method is used by teachers and parents and
- ii. Formal or Testing method is used by teacher's guides and counsellors. The intelligence tests are employed for this purpose.

(B) Basis of Identifying Gifted Children:

The following qualities and behaviours are the basis for identifying gifted children.

A gifted child-

- i. Learns rapidly and easily
- ii. Uses a lot of common sense and practical knowledge
- iii. Thinks clearly and recognizes complex relationships and comprehends meaning easily

Procedure of Identifying Gifted Children:

The formal method is most appropriate for identifying such children.

The commonly used procedures are as follows:

1. By administering intelligence tests may be verbal, non-verbal and performance.
2. By administering, achievement, tests and scholastic tests.

Problems of Gifted Children:

The gifted children have their own problems which are related to their adjustment in different areas of life.

1. Problem of adjustment in family
2. Adjustment in school
3. Adjustment in society
4. Mental adjustment
5. Teaching and unsuitable curriculum, and
6. In case their giftedness is not recognized they may become perverted intelligent. They may show hostile attitude and feel themselves as rejected unwanted and isolated. They may develop inferiority complex and insecurity.
7. If the classroom work is easy for them they may not take interest, and therefore may feel boredom in class. They may become truant or may use daydreaming or fantasy for the work of higher level.

Educational Provisions for Gifted Children:

It is evident from the above discussion related gifted children that they possess different mental, social and emotional characteristics. Therefore, it is essential to have advanced curriculum, methods of teaching, school problems and qualified trained teachers. Our present system and programmes of education is highly structured schedule, basically it has been designed for normal students. The following may be objectives. Methods approaches, curriculum and qualities of teachers for gifted children.

Objectives of Education:

The following may be the objectives in addition to the objectives formulated for normal children:

1. To further increase the range of their knowledge, skill and understanding.
2. To develop an alertness, initiative and creative power.

3. To develop an attitude of critical thinking.
4. To develop power to work independently and independent thinking.
5. To develop leadership and social efficiency.
6. To accelerate the process of problem solving.
7. To enhance the capacity of adjustment in home, school and society with normal children.

Meaning of Mentally Retarded :-

"Mental retardation" is one of the most well known social problem. It is very often observed that the mentally retarded children have several problems, one of which is the behavior problem. The present study makes an attempt to find out specific behavior problems in mentally retarded children. The study also intend to investigate the relationship that exist between the home environment and behavior problems in mentally retarded child. Concept Of Mental Retardation Mental retardation :s a very old concept. This concept refers to subnormal intellectual functioning, which manifests itself during the developmental period and is associated with impairment in adaptive behavior and incomplete mental development. *Mental retardation* is a condition of substantial limitations in intellectual functioning that impacts performance in daily life. Its diagnosis includes three criteria: concurrent, significant limitations in both intelligence and adaptive skills that begin in childhood (birth to age eighteen). The American Association on Mental Retardation's (AAMR's) 1992 definition specifies limitations of two or more standard deviations in intelligence (IQ of 70 to 75 or less) with coexisting deficiencies in two or more of ten adaptive skills: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work. These individuals range broadly in functioning, depending in part on the degree of limitations but also on the services and support received. Individuals with severe and multiple disabilities are considered a small subset of this population. Most persons with mental retardation are capable of achieving self-sufficiency. A 1998 study indicates that prevalence estimates cluster around 1 percent, with a high of 2 percent.

Classification of Mental retardation :-

In previous American Association on Mental Retardation classification system there are four level that are still widely used today(based on IQ Score)

- Mild Mental Retardation :-IQ score 55-77 these are Educable ,may live independently with community and social support.
- Moderate Mental Retardation :- IQ score 40-54 These are Trainable ,they can work ,self care task doing by them selves acquires communication skills.May live and function successfully within the community.
- Sever Mental Retrdation:-IQ score 25-39 They may master very basic self care skills and some communication skills .
- Profound Mental Retardation :- IQ score below 25 May develop basic self care skills and communication skill ,but need s high Supervision.

Definition Meaning And Concept of Delinquency :-

Delinquency is unwelcomed action, omission or moral behaviour of a juvenile which is socially not permitted in any society. Generally it means that if the child fails to meet certain social obligations

anticipated from them by the 3The Bombay Children Act, 1948, Section 4. 4 The Andhra Pradesh Children Act, 1951, Section 2(d) 5The Haryana Children Act. 1974, Section 2 (d) 19 people, then he is considered to be delinquent. The juvenile delinquent is behavioral disorder which is generally defined as “a child trying or pretending to act like a grown up or adult”.

Definition of delinquency includes “act and conduct which violates the law only when it committed by children” 11 . The legal definition of Juvenile Delinquency is “any act prohibited by law for children up to prescribed age limit is Juvenile Delinquency” and it follows, that if a child found to have committed an act of Juvenile Delinquency then he must be produced before the court which is specially set up for Juvenile Delinquent.

In United State of America, the law on Juvenile Delinquency declared variety of acts which are described as below

- . • Immoral or offensive conduct
- Knowingly associating with immoral persons
- Visiting houses of bad reputation • Visiting liquor shops
- Roaming in street in night
- Engaging in illegal and unlawful business
- Violation of any law of state
- Immoral conduct in school
- Habitually wandering on roads
- Driving without license.
- Habitually bunking from schools.

Classification of Juvenile Delinquency :-

We cannot easily evaluate the extent of the problem in any part of the country till we do not have the exact data and the data recorded also does not indicate the true extent of the problem because majority of such delinquent acts go unnoticed or unreported in our records. It has also been stated that delinquency rates are also higher in all developed countries. Various classifications of the juvenile delinquency have been enumerated by various authors. The following important classifications are listed below

- a. Traffic violations which include driving without license, drunk driving and any other such offence.
- b. Automobile theft, uncontrollable behaviour and some minor traffic violations.
- c. Human addiction such as alcohol and drug addiction
- d. Violations related to property which includes all property thefts.
- e. Bodily hurt which includes homicide offenses that involve sexual deviation; such as rape and all other acts of violence against a person.

Education of Delinquent :-

While the majority of detained and committed youth have severe to moderate skill deficits, and prior school experiences marked by truancy, suspension, and expulsion, others may be performing at or above grade level. As a result, juvenile correctional education programs should provide the following comprehensive range of options:

- Literacy and functional skills for students with significant cognitive, behavioral, or learning problems;
- Academic courses associated with Carnegie unit credits for students likely to return to public schools or who may earn a diploma while incarcerated;
- General Educational Development (GED) preparation for students not likely to return to public schools; and
- Pre-vocational and vocational education related to student interests and meaningful employment opportunities in the community.

Problems implementing quality academic programs within juvenile corrections are frequently associated both with characteristics of incarcerated youth, and with the operation of the facilities themselves. Youth enter correctional settings with skill deficits, behavior problems, and substance abuse issues that present difficulties in educational programming. At the same time, juvenile correctional institutions often have limited capacity to support appropriate educational interventions for the youth confined to their care and custody. Major systemic impediments include overcrowding, insufficient fiscal resources, ineffective governance structures, isolation of correctional schools from education reform practices and from public schools, inadequate transition and aftercare services, and lack of collaboration with treatment and security components within the juvenile facility.

Concept and meaning of Inclusive Education :-

Inclusive education is a relatively controversial topic for many parents and educators. The idea behind inclusive education is that students with special needs will be placed in the same classroom environment as other students their age who do not have special needs.

Within inclusive education, there are two main branches of thinking: ~~mainstreaming and full inclusion~~. Mainstreaming is a process that allows children with special needs to enter certain standard classrooms after they show the ability to keep up with the rest of their peers.

Full inclusion puts students with special needs in standard classroom environments without testing or demonstration of skills. Individuals that support full inclusion believe that all children belong in the same classroom environment no matter what.

Why Is Inclusion Important?

While feelings about inclusive education are still somewhat mixed, many studies show that children with special needs thrive in standard classroom environments for a variety of different reasons.

On an interpersonal level, inclusive education allows children to develop friendships with their peers and feel less social tension about their disabilities. Some people believe that children who are placed in standard classroom environments generally have higher self-esteem than children who are isolated to different classrooms simply because they have special needs.

Other studies show that children with special needs actually learn more in regular classroom environments, provided they get the help and support they need in and out of the classroom when it comes to academic subjects. Groups that oppose inclusive education often maintain the position that

children without special need will be forced to learn at a slower pace, but in practice, this is easily avoided by qualified teachers.

Children Want to Be Included

The need to feel included or to belong to a group is strong in most children. Children that are relegated to special classes or schools because they have special needs may develop self-esteem and image issues that could stay with them the rest of their life, making it difficult for them to feel like they belong as adults.

Unfortunately, that can lead to lifelong interpersonal problems, and problems related to employment and daily life.

Children Have the Right to Be Included

According to the Children with Disabilities Act, children with special needs have the right to be educated with nondisabled children their own age. The Children with Disabilities Act also states that children should have access to the same general curriculum taught to students without disabilities.

Simply put, children have the right to a quality education, no matter what special needs they may have. No single school has the right to deny education to children and families who want the best for their child simply because he or she has a disability.