



Effective curriculum assertion & enhancement of alternative vouchsafe for exploring inclusive educe

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Abstract

Education is a catalytic channel for initiative, creativity and resolving feature for people orientation to solve their problems, dismantle the apparatuses and structures hindering progress. Strengthening ability of the children to meet their wants and family standard of living through multiple programs of inclusive educe.

Inclusive curriculum is, to develop and design the schools, classrooms, programs and activities for all students, who attend to and are welcome by their neighbourhood schools in age-appropriate, regular classes are supported to learn, contribute and participate together.

Curriculum assertion is an eye opening step impending connectivity, which propagate up - gradation of educe in substantial ways, by improving people's ability to acquire and use information's. Enrichment of pupil's mind through broadening of their experiences and improves the choices they make as consumers, producers and citizens.

Audio-Visual learning is an alternative vouchsafe for interactive, multidisciplinary and effective lessons which engage the individuals when it is delivered through audio & visual support. The idea is to provide learners, the ability to connect cognitively of the materials being taught.

The present sequel emphasized on the rural slow learners students' academic achievement influenced by the family facilities, economic condition and parents' education as parameters to establish the impact of effective curriculum assertion with enhancement of audio-visual learning as an alternative vouchsafe for enabling students academic standards through exploration of inclusive educe among the students in secondary stage of education in Howrah District, West Bengal.

The interesting feature "Facts through Figure" perpetuate by improving pupil's curriculum affectivity, enhancing confidence, to create and innovate which multiplies their opportunities for personal and societal benefit.

Keywords: academic, assertion, curriculum, education, inclusive, students

Introduction

Education is the stepping stone of human endeavour, exploring through which behavioural upliftment, creativity, philosophical and specific curriculum development can change the society at large. It is very interesting in recent years in the International stage the right to education has been recognised as one of the most important human rights.

Educe is not only the process of learning to read, write, add or subtract, though these are important elements of the educational process. Education is a supporting task in making people- children, youth, and adults – generate awareness of their identity, solving problems, fulfil their needs, aspirations, resources. Educational technology especially Audio-Visual methods help the slow learners effectively. Thereby, education is a catalyst and the channel for initiative, creativity, resolving the people to solve their problems and to dismantle the apparatuses and structures hindering progress. Strengthening ability of children to meet their needs. Family standard of living through multiple programs of inclusive educes.

Audio-Visual methods of learning are an effective way to initiate adaptive skills, among the rural children who are slow learners for their progress in daily life. The skills are ability to produce, acquire and understand information which enrich their mind by broadening their experiences, improve the choices they make as consumers, producers and citizens, language in terms of communication, home living skills, use of community resources, health, safety, leisure and self-care.

Education is an attempt to learn a perfect behavioural nature and an adjustment to the society. Where curriculum assertion plays a vital role, its contentious enhancement create an alternative vouchsafe for exploration of inclusive educe. In India various problems in framing policy, its implementation, educational research, pedagogy especially in the case of different disciplines is being faced for long in the field of education.

Rapid transitional phase in the recent era, induce educational progress in various branches of pedagogy which enhance pupil to lead personal and democratic life specifically for the community and rural population.

Audio-Visual learning is a resource generating vouchsafe for interaction of multidisciplinary and effective lessons which combat the individuals when it is delivered through audio & visual support. The process of educe is to provide learners ability to connect cognitive connectivity of the admonition/task being taught.

The present sequel peered into the rural students who are especially slow in their learning aptitude, which based on their academic achievement influenced by the family facilities, economic condition and parents' education as parameters to establish the impact of effective curriculum assertion with enhancement of audio-visual learning as an alternative vouchsafe for enabling students academic standards through exploration of inclusive educe among the rural students in secondary stage of education in Howrah District, West Bengal.

The interesting feature "Facts through Figure" perpetuate by

improving pupil's curriculum affectivity, enhancing confidence, to create and innovate which multiplies their opportunities for personal and societal benefit.

Exploring Reasons

The reasons pointed out on the students' academic achievement influenced by the family facilities in the rural areas of Howrah District.

- If economic condition and family facilities can influence the students' academic achievements then parents' education could also be a factor for the same.
- It is interesting to visualise the rural children who are especially slow in the process of learning, their interaction with parental education, economic conditions and family facilities enjoyment will propagate students academic standard, through effective curriculum assertion, which enhance an alternative vouchsafe of inclusive education.
- The investigation was a effort to point out a new approach to enhance students academic standard, exploring audio-visual method's of learning as an option for propagating inclusive educe for enhancement of effective curriculum assertion.

There is plenty of research works performed by various scientists of which only a few are mentionable. Emile Durkheim, the classical French Sociologist, who first clearly indicated the need for a Sociological approach to the study of education. Education and Sociology (1922) ^[5], Moral Education (1925) ^[4] and the Evolution of Educational Thought (1938) are admirable products of Durkheim's lifelong interest in the educational process. He considered education as an eminent social approach in its origin, as also in its functions.

Alberty A & Alberty E explained curriculum is the sum total of the students activities which the school sponsors for the purpose of achieving its objectives in the book Recognizing the High School Curriculum, New York 1959. John Robert Shotton, in his Book Learning & Freedom-Policy, Pedagogy Paradigms in Indian Education & Schooling, in 1998, categorically narrated that the debate about theory and practice need not be a theory based phenomenon in India. It is influenced by a progressive philosophy which flourishes as a result of generous financial input and which embrace a radical and liberating pedagogy. Dr. Suparna Sanyal Mukherjee in her article Effect of Socio-economic Parameters on the Students in Secondary Stage of education in GALAXY International Interdisciplinary Research Journal (GIIRJ), Vol.4 (8), August 2016, pp. 46-54, specifically pointed out that education culminate a "Climate for Growth", will remain a theory only, if the students are not guided properly at the "shoot-off" period that is the secondary stage of education. Which could be compared with the Launching - pad. She also highlighted vexed relationship between theory and practice gives rise to specific curriculum development and pedagogy influenced by the students socio-economic standard of living effected students academic standard, in her another article on Impact of Socio-economic Lineament among the Rural Pupil in Secondary Stage of Education from Howrah District of West Bengal in International Journal of Research in Social Sciences, Vol – 7, Issue – 3,

USA, March 2017.

In the purview of effective curriculum assertion the parameters like parents' education, family facilities and economic condition has been considered for achievement of students academic standard to enhance alternative vouchsafe of inclusive education among the slow learners of rural children of Howrah District. Apart from these, housing facilities, separate study room, educational amenities, and curriculum activities were also observed. One hundred students in Secondary stage of education in the rural areas of Howrah District were considered for the study. Data was collected through random sampling method for the students in class-IX & X of rural Institutions.

Inclusive Curriculum

'Curriculum' is derived from Latin roots that refer to the course of a chariot race and ordinary educational discourse designates the common dictionary usage of 'course of study'. Although the curricularists have long debated the term 'curriculum', which can be treated as the essence and/or subject matter of educational experiences. Indeed, the etymological metaphor can be extended to designate not only a race course but also a journey, expedition, or even pilgrimage.

Inclusive curriculum experiences development, designing and modifying the schools, classrooms, programs and activities for all students, who attend and are welcome by their neighbourhood schools in age-appropriate regular classes and supported to learn, contribute and participate together.

Inclusive education in fact is an interaction, in the classroom, commonplaces, with teachers, learners, subject matters and milieu. The process of strengthening the capacity of education system to reach out all learners especially in case of rural slow learners and can thus be understood as a key strategy to achieve effective academic standard. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society, fostering challenges with the rural slow learners as a developmental ability to propagate normal, skill oriented, healthy life.

Benefits of inclusive education

All children benefit from inclusive education. It allows them to

- Develop individual strengths and grits, with high and appropriate expectations for each child.
- Work on individual goals while participating actively in the classroom with other students of their own age.
- Involve their parents in their education and in the activities of their local schools.
- Inclusive Education provides, fostering a school culture respect of belonging, opportunities to learn about and accept individual differences, lessening the impact of harassment and bully.
- Develop friendships with a wide variety of children, each with their own individual needs, abilities and capability.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Audio-visual learning

Audio-Visual learning is interactive, multidisciplinary and effective lesson which engage the

Individuals when delivered with audio & visual support. The idea is to provide learners, the ability to connect cognitively with the materials being taught.

Learning through audio-visual method was introduced in 1920 when film technology started.

In 1950, digital technology along with advancement emerged in class room teaching and 6 different media oriented advancement became increasingly popular as learning tools in schools.

Temporal processes are an essential aspect of perception and action. The brain needs to be sensitive to timing on a variety of scales to ensure our survival. On the briefest scale, temporal differences on a microsecond scale used as queue to localise auditory sound sources, while many orders of longer magnitude are approximately 24-hour circadian rhythms that govern appetite and the sleep/awake cycle. Funnelling down to narrow conical end of these two extremes is a critical time band which ranges from 10 s to 100 s of milliseconds.

Research has shown that learning is based on perception, when senses gain information from the environment. Learning becomes more effective when two or more senses are being used simultaneously to receive information.

Thus, audio-visual mode is an important tool for learning to the slow learners, by which they receive information through sensory motor nerve, directly interacting with their brain by listening and visualizing the exact lesson which is narrated, acted, verbally orated and visually projected. Thereby, learning becomes more effective and easy, which inculcate adaptive skills in their daily life, upgrading them from slow learners to normal students precisely.

The Howrah District at a Glance

The district Howrah originated from establishment of the railway station Howrah in 1854, prior to which the village was known as Harirah. It’s a triangular tract, with the apex at the southern end. Land area covering 1467 Sq.km. located between 22.12 and 22.48 north latitude where 88.23 and 87.50 of east longitude. The district boundary is covered by the river Hooghly on the eastern side, northern side by the district Hooghly, and west by the district Purba Medinipur while the southern side sees the river Rupnarayan. According to 2001 Census the total population of the district was 47, 73,099 of which 52.46% are male and 47.53% are female. Total literacy rate is 77.64%, of which 83.68% are literate males and 70.93% are literate females. The present study was contemplated in two schools from rural areas of the district. Jhapardah Duke Institution for Boys’, Rani Bala Kundu Chowdhury Girls’ School was chosen for collection of data. Fifty (50) Boys and Girls were considered from the selected institutions respectively for the present cognition.

Sequences of Parameters under Study

The main areas of investigation were preferred on Parents’ education, Economic condition and enjoying family facilities. In the parameters of Parents’ education data has been divided in three categories, which are –

1. Below Secondary: - The Parents’ who studied up to Primary & Secondary level, but could/did not complete.
2. Secondary stage of education- Parents who completed and passed Secondary stage of education.

3. Higher Secondary: - The Parents’ who completed and passed Higher Secondary stage of education.
4. Above Higher Secondary: - The Parents’ who completed Graduation and above.

In the parameters of Economic condition data have been divided in three categories.

1. Lower Income Group (LIG):- Annual income is twelve thousand rupees or less.
2. Middle Income Group (MIG):- Annual family income varies from above twelve to sixty thousand rupees.
3. Higher Income Group (HIG):- Annual income beyond sixty thousand rupees.

In the parameters of enjoying family facilities, data were given numerical value. The students who enjoyed facilities like own house- single, double or multi-storeyed building, Concrete Building or Mud Hutment, separate study room etc. Scored five points for each facility enjoyed, in the scale. Total score in this category was kept to one hundred.

The parameter of student’s achievement was based on academic standard of each student recorded at school. The percentage of marks of each student has been collected from the result of Annual Examination from class IX & X. This academic feature is also divided into three categories.

1. Gradually Increasing: The students whose percentage of marks are increasing every year.
2. Maintaining Equilibrium: The students, whose percentage of marks are almost static, every year.
3. Gradually Deteriorating: The students, whose percentage of marks are deteriorating every year.

Significance difference has been tasted by Null Hypothesis. If the Null Hypothesis is true the difference would not be there, for testing it Chi-square (X²) test has been done. The data was analyzed by X² test to find out any significant difference in academic achievement through following methods

- Of students enjoying different family facilities.
- Of students with different economic standards.
- Of students with different levels of parental education.
- Of students with different academic standard between boys and girls.

The chi-square value has been tested to determine where the difference between theoretical and observed frequencies of any number of categories in a particular parameter can reasonably be attributed to chance variations in sampling one of its common uses is the testing of goodness between theory and fact. It primarily involves, the calculation of the statistic X² subsequently interpretation of it, in terms of probability form a table of X² distribution. The general formula for calculation of X² is

$$\frac{(fo - fe)^2}{fe}$$

Where two frequencies are observed FO and Fe in the same cell are expected to rise in two traits independently. Having made proper provision of the degree of freedom, df= (r-1) (c-1) the discrepancy between the obtained and expected X² values are estimated. The association is said to be significant when they obtained X² value is higher than the expected one, while it is significant when the observed X²

value is lower than the theoretical one.

Facts through Figures

Table 1: (i) Students Achievement Influenced By the Enjoying Family Facilities

	High	Medium	Low	Total
OV (fo)	39	21	40	100
EV (fe)	33.3	33.3	33.3	100
fo - fe	5.7	-12.3	6.7	-
(fo - fe) ²	32.49	151.29	44.89	-
(fo - fe) ² /fe	0.97	4.54	1.34	-
fe	-	-	-	-

$X^2 = \sum (FO - Fe)^2$
 ----- df = 2, p = 0.05
 Fe = 6.85

Entering Table E' it is found out df = 2, a X² of almost 6 (actually 5.991). In the column headed 0.05 and a X² of 9.20 is in the column headed 0.01. The result may be marked "significant at the 0.01 level", on the grounds that the emergence of observed from expected result too, unlikely occurrence to be accounted for solely by sampling fluctuation.

The above result of Table no 1 of (i) shows the rural areas students academic achievement influenced by the family facilities enjoyed. The test reveals that it is significant at 0.01 levels. The null hypothesis is rejected. Thus, the difference cannot be attributed to chance (i.e. temporary and accidental factors) and hence represents a true difference in their achievement.

Table 2: (ii) Students Achievement Influenced by the Economic Condition

	High	Medium	Low	Total
OV (fo)	15	51	34	100
EV (fe)	33.3	33.3	33.3	100
fo - fe	-18.3	17.7	-0.7	-
(fo - fe) ²	334.89	313.29	0.49	-
(fo - fe) ² /fe	10.05	9.40	0.014	-

$X^2 = \sum (FO - Fe)^2$
 ----- df = 2, p = 0.01 OV = Observed Value & EV = Expected Value.
 = 19.464

The result of Table 2of (ii) shows that in the specific area the students' academic achievement influenced by the economic condition. X² value is significant at 0.01 levels. So the null hypothesis is rejected. The difference cannot be attributed to chance (i.e. temporary and accidental factors) and hence represents a true difference in their achievement.

Table 3: (iii) Students Achievement Influenced by the Parents Education

	High	Medium	Low	Total
OV (fo)	13	36	51	100
EV (fe)	33.3	33.3	33.3	100
fo - fe	-20.3	2.7	17.7	-
(fo - fe) ²	412.09	7.29	313.29	-
(fo - fe) ² /fe	12.37	0.218	9.40	-

$X^2 = \sum (FO - Fe)^2$
 ----- df = 2, p= 0.01 OV = Observed Value, EV=

Expected Value.
 Fe = 21.988

The result of Table 3(iii) shows relation between students' academic achievement and their parents' education in concerned area, where the students' academic achievement influenced by the parent's education. The X² value is significant at 0.01 levels. Thus the null hypothesis is rejected; the parents' education affects the student academic achievement.

Table 4: (iv) Students Academic Standard

	Gradually Increasing	Maintaining Equilibrium	Gradually Deteriorating	Total
OV (fo)	20	7	73	100
EV (fe)	33.3	33.3	33.3	100
fo - fe	-13.3	-26.3	39.7	-
(fo - fe) ²	176.89	691.69	1576.09	-
(fo - fe) ² /fe	5.31	20.77	47.33	-

$X^2 = \sum (FO - Fe)^2$
 ----- df = 2, p = 0.01 OV = Observed Value, EV = Expected Value.
 Fe = 73.41

The table 4 of (iv) indicates the change in academic standard of the students (both boys and girls) in rural area has been identified through X² test, where value is significant at 0.01 level, so the null hypothesis is rejected. However, gradually deteriorating academic standard represents true deterioration in their achievement which reveals a special situation.

Traversing through the above "Facts through Figures" the following inner eye has been noted. Which are as follows:-

- The students did not differ in academic achievement those enjoying different family facilities.
- The academic achievement of the students influenced by their economic condition.
- The academic achievement in rural area is affected by their parental education.
- The academic standard of rural students both boys and girls are gradually deteriorating.
- Slow learning is the prime factor disallowing these children reaching the goal as normal children achieves along with family facilities, pre-discussed economic condition and parental education also hinder academic standard and achievement of effective educe. Represent true deterioration in their academic achievement.

The rural children of Howrah District, identified as slow learners reached secondary stage of education (IX & X). The above narration of facts through figures enables its exact situation without audio visual learning. Introducing the modified technology as audio and visual methods of learning enhance an alternative vouchsafe. The table below is condensing new mode and its effective curriculum assertion for enhancement of inclusive educe.

Table 5: (v) Students Academic Standard through Audio Visual Learning

	Gradually Increasing	Maintaining Equilibrium	Gradually Deteriorating	Total
OV (fo)	27	25	48	100
EV (fe)	33.3	33.3	33.3	100
fo – fe	-6.3	-8.3	14.7	-
(fo – fe) ²	39.69	68.89	216.09	-
(fo – fe) ² / fe	1.19	2.07	6.49	-

$$X^2 = \sum (FO - Fe)^2$$

----- df = 2, p = 0.01 OV = Observed Value, EV = Expected Value.

Fe = 09.75

The table 5 of (v) indicates the change in academic standard by introducing audio visual learning of the students (boys and girls) in rural area has been identified through X² test, where value is significant at 0.01 level, so the null hypothesis is rejected. However, gradually deteriorating academic standard represents true deterioration in their achievement which reveals a special attention. The differences between table 4 & 5 and its result highlight the enhancement of alternative condescend for exploration of inclusive education and technological advancement through audio visual learning.

- The students did not differ in academic achievement those enjoying different family facilities, their economic condition; parental education affected their academic standard effectively.
- The academic standard of rural slow learners both boys and girls are gradually deteriorating which exhibit in table 4 & 5. But after introducing of audio visual learning as alternative vouchsafe the table 5 denotes high value than the table 4 in every parameters.
- Observed Value (OV) is marking higher range in case of students' academic standard. High OV is following in every sector.

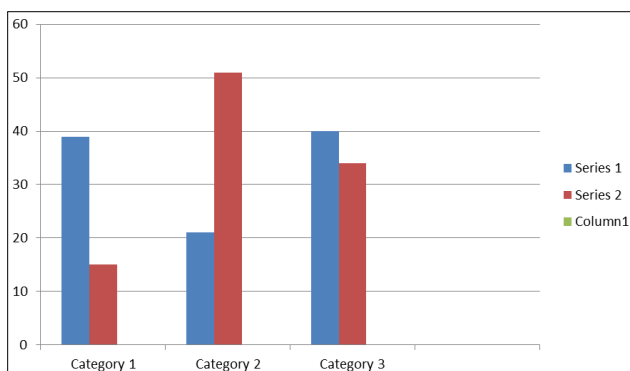


Fig 1: The Students' Achievement influenced By the Enjoying Family Facilities and Students Achievement Influenced by the Economic Condition

Series 1 denotes Observe Value (OV) of Students Achievement Influenced by Enjoying Family Facilities. Series 2 enables Observed Value (OV) of Students Achievement Influenced by Economic Condition.

Category 1 indicates High Observed Value, depicts 59 for series 1 and 15 for series 2.

Category 2 points out Medium Observed Value, 51 for series 2 and 21 for series 1.

Category 3 shows the Low Observed Value, 40 identify series 1 and 34 highlights series 2.

While students' achievement influenced, by enjoying family facilities is the theory of effective education and economic condition points out its practice. In case of Category 1, enjoying family facilities override the economic condition. Category 2 carries the economic condition stronger than family facilities and Category 3, depict both maintaining equilibrium. Hence effective curriculum through audio visual learning to the slow learners of rural children enhance alternative vouchsafe for inclusive educe.

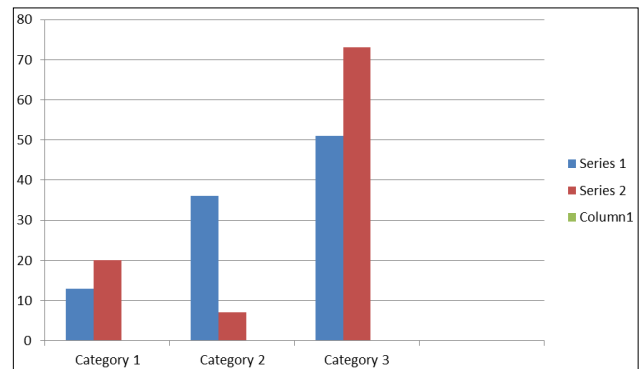


Chart 2: The Students 'Achievement Influenced By the Parents Education and Students' Academic Standard

Series 1 exhibit Observed Value (OV) of Students' Achievement Influenced by Parents Education.

Series 2 reveal Observed Value (OV) of Students' Academic Standard.

Category 1 points out High Observed Value, while series 2 denotes 20 and 1 coins out 13. Category 2 denotes Medium Observed Value, 36 highlights series 1 and series 2 carries 7. Category 3 places Low Observed Value; series 2 points out 73 and series 1 denote 51.

According to the above chart Category 1 High Observed Value exhibit students' academic standard did not depend on Parents' Education, proving that audio-visual practice is essential than theory of formal education. In case of Category 2 Medium Observed Value denotes that Parents' Education highly interfere Students' Academic Standard, theory is more pronounced than practice. Category 3 Low Observed Value of Students' Academic Standard i.e. practice of audio visual learning of the slow learners shadowed the Parents' Education the theory as every day's formal education. However, the above chart it clearly points out the relation between theory as formal education and practice through audio visual learning, which evidences that practice is more effective for attainment of students' academic standard. The theory of parents' Education, has less importance for Students' academic achievement. Thereby, curriculum assertion and its affectivity enhance alternative vouchsafe like audio visual learning emphasised for exploring inclusive education is one of the most effective phenomenon to the slow learners of the rural pupil.

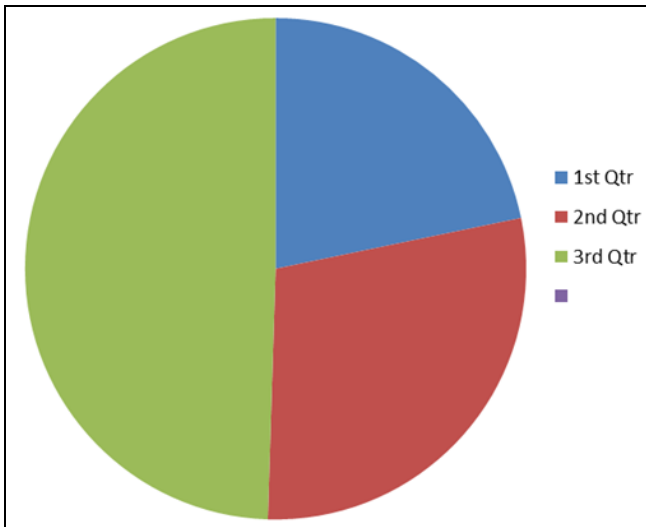


Chart 3: Total Observed Value (OV) of Category High, Medium & Low of Students' Achievement Influenced By the Selected Parameters

The 1st Qtr of above Pie diagram indicates the total High Observed Value (FO) of the 4 criterions was selected for completing the study, which are Students' Achievement Influenced by the Enjoying Family Facilities, Economic Condition, Parents Education and Students' Academic Standard. The 2nd Qtr pointed out Medium Observed Value and 3rd Qtr denotes Low Observed Value.

While 1st Qtr reveals 21.75 % of the Total Observed Value 2nd Qtr. 28.75 % and 3rd Qtr 49.50 % of the same. When High OV (1st Qtr) is a theory as formal educe led by the Medium OV (2nd Qtr) as practice of audio visual learning, again Medium OV (2nd Qtr) identified as theory then Low OV (3rd Qtr) preceded as practice. So it is quite evident that both the time audio visual practice is more initiative criteria than the theory of formal education which enhance educational upliftment to the slow learners to achieve their academic standard and effective curriculum assertion for exploring inclusive education.

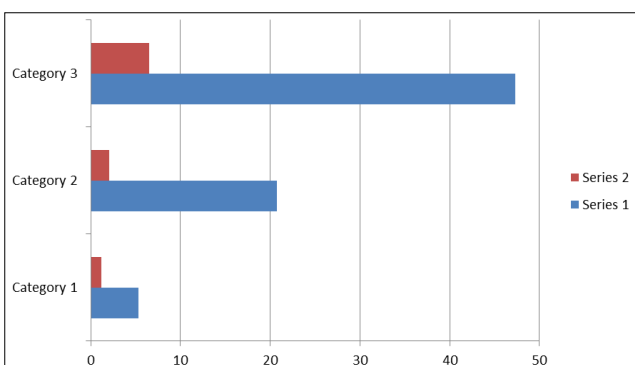


Fig 4: Bar Diagram of Students' Academic Standard of Pre & Post Audio Visual Learning Process

- The above diagram shows the exact configurations of audio visual learning and its effective result. Series 1 denotes the result of table 4 without introducing of audio visual learning and table 5 points out result of audio visual learning and its effect in the slow learners of rural children.
- It is quite evident from the above chart that, audio visual learning affected in every categories of learners.
- The gradually increasing category-1 develops and

maintained its effectiveness of academic standard of slow learners.

- Category-2 maintaining equilibrium of academic standard make differences from 20.77 to 2.07, which is 18.70% development, points out the successful effectiveness of audio visual learning.
- Category-3 gradually deteriorating phenomenon exhibits remarkable changes among the slow learners from 40.39 to 6.49 that are 33.90 % slow learners are effectively react to audio visual mode of learning.

Thereby, audio visual learning enhance an alternative vouchsafe of effective curriculum system which helps to explore inclusive curriculum in broader aspects.

Conclusion

Traversing through the explanation, curriculum is conceived as the complete interacting force of the total environment provided for pupils' by the school, the pupils' experience in that environment is the sum of the educational experiences children have in school. While family facilities, economic condition, parent's education play a pivotal role for achieving academic standard in the slow learners of the rural children in Howrah District.

The "facts through figures" embalming that family plays an essential role as a social institution, engaged in transmission of culture. Both, family and education have one purpose in common, i.e., the socialization of the younger generation and accretion of knowledge. Education also affects the family, in the sense of individual freedom and potential economic independence. Economic development assumes a particular set of attitudes and values, or broadly a new culture of its own. In the absence of rationality, impersonality, bureaucracy and planning, economic development can hardly become a reality. Education seems to be an important domain for fostering such values and attitudes, among the people, preparing them for economic development.

Wandering through the present study it seems to be symbiotic relationship between effective curriculum assertion and inclusive education while audio visual mode of learning is an alternative effective window for the rural slow learners, where scope of education is still in a dismantled situation. Slow learning is neither a disease, nor a disability but have a definite differentiation with the normal learning process of the slow in learning children. Introducing audio visual learning to the rural pupil is really a need based step forward towards betterment.

The students' academic achievements are influenced by enjoying family facilities, economic condition, parents' education, academic standard and its impact thereof. Table 1 to 4 and charts 1 to 3 elaborately explains the exact academic standard and chosen parameters cohesion of rural slow learners in secondary stage of education without audio visual mode of learning. Post introduction of alternative condensed the slow learners' academic standard achievements exhibits in table 5 and chart 4, clearly points out the progress of rural slow learners and successful implementation of audio visual mode of learning.

Secondary stage of education does not only seem to be an academic preparation for further studies which is an integral part of the community, preparation for life, service to the village, and rural economy. Students and parents are to be involved in decision – making, authoritarian teaching method and control should give way to democratic

responsibility for the community. The syllabus of the education ceasing to be merely a selection process for higher education, but students are to be made aware of the obligations to use expensive education for serving the mass.

Thereby, audio visual learning process is an alternative vouchsafe to the rural slow learners and an effective curriculum assertion in 21st century where perfect curriculum system is in dismantled situation, for exploration of inclusive education. In this context, curriculum embodies all the experiences which are offered to learners under the auspicious or direction of audio visual mode of learning, highlighting the part of inclusive education in smooth and scientific enhancement of modern educational achievement orientations.

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