E-Teaching and E-Learning Appreciate the Student Diversity in Inclusive Education of Present Scenario

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Abstract

Inclusive education aims to accommodate diverse learning needs within mainstream educational settings. The field of inclusive education has grown substantially with the introduction of online learning and teaching tools. By addressing the demands of a diverse student body, this research paper investigates how online education might promote inclusion. It provides a literature review on inclusive education, talks about the pros and cons of using e-learning tools in this setting, and suggests ways to make them work better. The study underscores the importance of technology in promoting educational equity and fostering a supportive learning environment for all students.

Keywords: Disabilities diversity e-learning inclusive education technology.

Introduction – We need to learn new things utilizing new technology since the whole world is rapidly digitizing. We used to spend a lot of time at libraries researching topics in books, periodicals, and journals a few years ago. Electronic teaching, in its exact definition, encompasses a system of learner and teacher actions in instruction that is supported and influenced by information transmission, and the quality of teaching and students' learning is defined by the instructors who educate them.

The goal of inclusive education is to ensure that all students, regardless of their socioeconomic status, cognitive capacity, or preferred method of learning, have access to high-quality educational opportunities. This has traditionally been accomplished via the use of individualized lesson plans, curricular differentiation, and positive classroom climates. Nevertheless, the combination of online education (e-learning) with traditional classroom instruction (e-teaching) has completely altered the competitive field of inclusive education. By removing physical barriers, these technologies open up new ways to meet the requirements of a diverse student body, increase participation, and encourage teamwork in virtual classrooms.

Significance of the Study: The use of online education has the potential to level the playing field for students from underserved areas. These technologies support educational fairness by catering to a wide range of learning demands, such as those of students with impairments, language problems, or geographical limits. In inclusive education settings, this is especially important since it guarantees that all students have equal opportunity. To promote equitable access, personalized learning experiences, and collaborative settings that meet the various needs of all learners, it is vital to investigate the role of e-teaching and e-learning in valuing student diversity in inclusive education. It highlights the revolutionary power of digital technology to improve inclusive education and equip students for a world that is always linked.

Objectives: This research article explores how e-teaching and e-learning platforms can enhance inclusivity by catering to diverse student needs. It also discusses the role of teachers in the E-

Teaching and E-Learning Platform. The challenges of E Teaching and E learning platform have also been discussed.

Method: Educators, students, and stakeholders engaged in online learning and teaching in inclusive classrooms are the subjects of this qualitative study. A variety of sources, including books, journals, papers, etc., were consulted to get the necessary data.

Teachers Activity in E-Teaching or E-Learning

Education should be accessible to all students without regard to their gender, race, colour, ethnicity, socioeconomic status, or handicap. Everyone, regardless of their ability level, will have equal access to quality education at an inclusive institute that is designed to foster learning. engaging in online instruction and learning with the purpose of accomplishing set objectives With the help of inclusive education, instructors who are knowledgeable, committed, and well-trained may help their students overcome learning and teaching obstacles by encouraging the development of scientific and criteria-based thinking. While new technology will open up new avenues for educators to accomplish these goals, they are also increasing the pressure on educators to master these tools for use in the classroom and presenting new obstacles to the development of innovative and effective pedagogical practices.

A programme of integrated education for children with disabilities has been put into place by the ministry of HRD (Development of Secondary and Higher Education). The program's overarching goal is to help students with disabilities stay in school by giving them the same chances that typically developing students have. Referrals to such e-teaching are made for children with severe multi-disabilities who struggle in mainstream classrooms. The exclusive use of ICT in the teaching and learning process has been promoted by the digital India initiative.

E-teachers provide instruction through computers and the internet explore the duties education requirements employment outlook and salary to see if you want to become e-teachers work with students and class to teach material using computers and the internet e-teaching may work as part of a formal institution. Digitalized content dispensed over networked system. Dissolving distances. Augmenting personal capabilities and streaming it off to a targeted audience on a real time basis.

When we teach our student using tale computing tools we are E-teaching and students are doing E-teaching. When we go to online conference we are doing E-learning and the presenters E-teaching. Digital technologies can be used to remove some of those barriers and provide students, with access to the curriculum modern teaching are all owing for a mother adaptation to traditional education for both students and teachers alike the use of computers and the internet foms the major components of E-learning and also use podcasts face book. Webinars, VLE's, blogs social networking, youtube, wikis apps, pencasts, Micro Etc.

E-Appreciate to Inclusive education

The India disability policy is expressed the constitutional directive on compulsory education to all children includes handicapped children as well, However very little has been done in the field sofar. NPE 86 special education policy and NEP 1968 declared that educational facilities for the physically and mentally handicapped children should be expended and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular school and integrated education for disabled children NPE 1986 declare education of the handicapped under normal school system the national policy for persons with disability (2006) declare by the India govt. and responsibilities under the ministry of social justice and empowerment . It is focused on disability as a human rights issue. In general in our countries people with special educational needs usually include the following sub groups

(1) Those who suffer from a variety of learning difficulties

(2) People who have trouble hearing

(3) Autism

(4) Those who are visually impaired.

(5) Those whose cognitive abilities are impaired.

(6) Those who are dealing with several challenges at once

(7) Some people have issues with micro logy and speech and language.

The integration of assistive technology and online learning and instruction into inclusive educational environments for students with impairments. The idea of constructivism and socio-constructivism within the framework of various forms of inclusive teaching, as well as assistive technology (hardware or software used to enhance, maintain, or perform capabilities to execute tasks that one sometimes finds difficult or impossible to do without technical aid), all contribute to a more inclusive learning environment for all students. At the same time, these ideas form the solid foundation of modern educational technology. Teachers may benefit their students with disabilities by using e-learning and le-teaching as supplementary technology. Due to the social nature of learning and the fact that all knowledge is relative, it is imperative that online courses be structured to encourage active engagement from all students. This will provide more chances for cooperative learning and ensure that all students have equal access to all course materials (Guglielman, 2010). There is already a large-scale use of online education for kids with impairments in India. Most discussions on online education have focused on the social and cognitive aspects of the medium as of late. The advancement of technology, along with new avenues of communication and interaction, has given rise to a new dimension to the concept of "distance" learning. This dimension includes the design of e-courses specifically for students with disabilities, the integration of various media, and the involvement of diverse perceptual processes in the transformation of information into different representations.

Some of the most significant benefits of e-learning for students with disabilities include increased opportunities for social support and collaboration among students, less likelihood of social isolation, greater agency and self-sufficiency on the part of students, greater control over one's own learning process, greater adaptability to students' individual schedules and locations, and the freedom to advance at one's own speed. Accessible information may be presented in a variety of ways to accommodate different types of impairments using multimodal communication or a variety of online learning communication technologies. prompt and effective communication between instructors and their students.

How e-teaching and e-learning platforms can enhance inclusivity: E-teaching and e-learning platforms have the potential to significantly enhance inclusivity in education by catering to diverse student needs in several ways:

Accessibility and Flexibility: When it comes to instructional tools and content, e-learning platforms may provide more freedom. Features such as text-to-speech, customizable font sizes, screen readers, and alternate formats (e.g., audio or video information) might be helpful for students with impairments or who need accommodations. All pupils, regardless of cognitive or physical ability, will be able to interact with the learning materials successfully because of this accessibility.

Personalized Learning Experiences: Individualized lesson plans that meet the requirements of each student are possible with the help of e-learning systems. Algorithms power adaptive learning systems, which assess student progress and provide personalized lessons and exercises. As a result, students are able to overcome their own weaknesses and strengths by making progress at their own speed, according to their preferred learning method.

Differentiated Instruction: Teachers are able to differentiate their lessons more successfully with the help of e-learning technologies. Multiple methods of information presentation are at the fingertips of educators thanks to multimedia resources, interactive simulations, virtual laboratories, and collaborative technologies. Students from many walks of life will be able to connect with the content in ways that work best for them because of this diversity, which takes into account various learning styles and intelligences.

Collaborative Learning Opportunities: Collaborative learning may be facilitated via virtual classrooms and online discussion platforms. No matter where they are in the world, students from all walks of life may connect, hear each other out, and work together on projects. The development of interpersonal skills necessary for navigating varied working situations, as well as social inclusion and collaboration, are fostered by this.

Support for Language and Cultural Diversity: Students of many ethnic origins and language learners may benefit from e-learning systems. To eliminate linguistic barriers and provide equal educational opportunity for all students, it is necessary to have translation tools, culturally appropriate material, and multilingual interfaces. As a result, students are more likely to thrive in a classroom that values and honors individual difference.

Support for Special Educational Needs: Students with special educational needs (SEN) may get tailored assistance via online learning systems. Incorporating features like visual aids, adaptive assessments, interactive activities, and assistive technology may help meet the needs of students with a wide range of special educational needs. For students with disabilities, this means being able to take part in all aspects of school life and succeed academically.

Professional Development for Educators: Teachers need continuous professional development to make the most of online learning and teaching tools. Teachers may be better prepared to use digital tools inclusively, modify their teaching practices as needed, and make their classrooms accessible to all students via professional development programmes. Teachers who are well-versed in these platforms are better able to accommodate their students' varied backgrounds and make the most of the opportunities presented by online materials.

Finally, by providing accessible, personalized, and collaborative learning experiences, e-teaching and e-learning platforms greatly contribute to increasing educational diversity. Institutions of higher learning may better meet the requirements of their diverse student bodies by making strategic use of technology in the classroom. This will increase participation, boost academic performance, and equip students from all walks of life to continue learning throughout their lives.

Barrier of E-education:- (Petty, 2012): notes that inclusion in mainstream programmes ask require more money, more assistive technology, and in-servicing for teachers, but many instructors are unaware of all the great aspects of incorporating E-education and inclusive classroom settings. These items may not have conveniently accessible financing. E-Education Obstacle — Included in mainstream programmes means greater financing, better assistive technology, and in-service for teachers—benefits that many instructors are unaware of—when it comes to integrating e-learning environments into inclusion classrooms (Praisner,2003). These objects may have a hard time getting the financing they need. Integrating students with impairments into mainstream classrooms runs the risk of compromising their psychological requirements. Inclusionary education programmes continue to face resistance from students with severe impairments. How well students with disabilities are able to participate in mainstream classroom activities is also affected by instructors' level of competence in the field. All students with special needs should be able to access an inclusive online learning environment, but many schools in India still haven't made that happen. Diversity in the classroom is impacted by social and ethnic factors, which in turn impact the acceptability of inclusion in society.

Conclusion-- There is hope that classroom settings may be enhanced via the use of e-systems. There is growing concern about how to ensure inclusion for all students as the number of resources focused on online teaching and learning continues to rise. Teachers are motivated to enhance their teaching and learning practices for all students as a result of online learning. With the evolution of broadband webcasting has become more powerful today enabling delivery of lectures to all students and they view or listen to their lecture on the P. C or any e- device . Even they ask questions through a question box and follow the link or pre- recorded lectures. A reaction out to students who can't attend classes on your campus has been enormous challenge so far.

E- Teaching and learning can be used to remove some of those barriers and provide students with access to the curriculum. Technology-enhanced supports for the education of students with impairments are known as ICT. Recognizing, accommodating, and satisfying the learning a requirement of all students is the goal of inclusive teaching. This statement recognizes the diversity of the student body and the fact that each student with a disability has unique learning requirements. When it comes to students with impairments, teachers have a unique responsibility and must make use of e-education tools.

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