B.Ed.Spl.Ed. (M.R./H.I./V.I.)-ODL

CONTEMPORARY INDIA & EDUCATION

A-2

B. Ed. Spl. Ed (M. R. / H. I. / V. I)- ODL Programme

AREA - A

A-2 : CONTEMPORARY INDIA AND EDUCATION

**A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA**

AREA - A ● CORE COURSE
COURSE CODE - A2
CONTEMPORARY INDIA AND EDUCATION

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The Self Instructional Material (SIM) is prepared in conformity with the B.Ed.Spl. Edu.(MR/HI/VI) - ODL Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2015-2017 academic session.

Professor (Dr.) Debesh Roy
Registrar, NSOU

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Netaji Subhas Open University

From the Vice-Chancellor's Desk

Dear Students, from this Academic Session (2015-17) the Curriculum and Course Structure of B. Ed.- Special Education have been thoroughly revised as per the stipulations which featured in the Memorandum of Understanding (MoU) between the Rehabilitation Council of India (RCI) and the National Council for Teacher Education (NCTE). The newly designed course structure and syllabus is comprehensive and futuristic has, therefore, been contextualized and adopted by NSOU from the present academic session, following the directives of the aforesaid national statutory authorities.

Consequent upon the introduction of new syllabus the revision of Self Instructional Material (SIM) becomes imperative. The new syllabus was circulated by RCI for introduction in the month of June, 2015 while the new session begins in the month of July. So the difficulties of preparing the SIMs within such a short time can easily be understood. However, the School of Education of NSOU took up the challenge and put the best minds together in preparing SIM without compromising the standard and quality of such an academic package. It required many rigorous steps before printing and circulation of the entire academic package to our dear learners. Every intervening step was meticulously and methodically followed for ensuring quality in such a time bound manner.

The SIMs are prepared by eminent subject experts and edited by the senior members of the faculty specializing in the discipline concerned. Printing of the SIMs has been done with utmost care and attention. Students are the primary beneficiaries of these materials so developed. Therefore, you must go through the contents seriously and take your queries, if any, to the Counselors during Personal Contact Programs (PCPs) for clarifications. In comparison to F2F mode, the onus is on the learners in the ODL mode. So please change your mind accordingly and shrug off your old mindset of teacher dependence and spoon feeding habits immediately.

I would further urge you to go for other Open Educational Resources (OERs) - available on websites, for better understanding and gaining comprehensive mastery over the subject. From this year NSOU is also providing ICT enabled support services to the students enrolled under this University. So, in addition to the printed SIMs, the e-contents are also provided to the students to facilitate the usage and ensure more flexibility at the user end. The other ICT based support systems will be there for the benefit of the learners.

So please make the most of it and do your best in the examinations. However, any suggestion or constructive criticism regarding the SIMs and its improvement is welcome. 1 must acknowledge the contribution of all the content writers, editors and background minds at the SoE, NSOU for their respective efforts, expertise and hard work in producing the SIMs within a very short time.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

B. Ed. Spl. Ed (M. R. / H. I. / V. I)- ODL Programme

AREA - A

A-2 : CONTEMPORARY INDIA AND EDUCATION

First Edition : December, 2015

Netaji Subhas Open University

A-2 ❑ Contemporary India and Education

Unit - 1 □ Philosophical Foundations of Education

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1.1 Introduction

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means, its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for al! evils. It is the key to solve the various problems of life.

Education has been described as a process of waking up to life:

State the concept, definition and scope of education

● Waking up to life and its mysteries, its solvable problems and the ways to solve the problems and celebrate the mysteries of life.

● Waking up to the inter-dependencies of all things, to the threat to our global village, to the power within the human race to create alternatives, to the obstacles entrenched in economic, social and political structures that prevent our waking up.

● Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Wholeness implies the harmonious development of all the potentialities God has given to a human person.

● True education is the harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service.

1.1.1 Education and Philosophy

Man is always curious to know: his origin, his aim, his relationship with god, his destiny etc. and this constant effort of man to understand reality may be termed as Philosophy. It is an attempt to unfold life's mysteries and find meaning in them. Hence it is called the Mother of all Arts and the Science of ail Sciences.

1.1.2 Etymological meaning of Philosophy:-

Greek origin: -"Philos" (Love) + "Sophia" (Wisdom) i.e. Philosophy = love for wisdom.

Philosophy of Education: It deals with the study of education and ways in which it can be improved. It tries to find the best ways to impart instruction. It tries to understand and explain the nature and need of education, methods in which it can be done, and what its ideals should be. The philosophy of education overlaps in the area of study of both, the various branches of philosophy and of education. This has been a topic of interest for philosophers the world over, and still generates a lot of debate and interest. Indian schools of philosophy contribute to humanize their education system by their lifelong education process, where philosophy and education go hand in hand.

1.2 Objectives

After going through this unit, you will be able to:

- State the concept, definition and scope of education
- Describe the various roles of different agencies of education
- Explain the different philosophies of education
- Understand the nature of Indian Philosophy
- State the educational thoughts of Indian Educational Philosophers
- Understand contemporary Indian perspective of Educational Philosophy.

1.2.1 Education : concept, definition and scope

Education enhances one's knowledge. Education tells a person how to think and how to walk decision. Education gives an understanding of how we see the world. We need to know what happened in history and what makes us where we are at today.

In this sub-unit, you will understand the meaning of education, its scope, concept.

After going through this sub-unit, you will be able to :

- State the concept of education
- Define education
- Explain the meaning of education
- State the scope of education

1.2.2 Concept of Education

According to some learned people, the word 'education' has been derived from the Latin term 'Educatum' which means the act of teaching or training. A group of educationists say that it has come from another Latin word "educare' which means 'to bring up' or 'to raise'. According to a few other, the words 'education' has originated from other Latin term 'Educate' which means 'to lead forth' or 'to come out'. All these meaning indicate that education seeks to nourish the good qualities in man and draw out the best in every individual.

The word 'Education' is derived from two words 'e' and 'duco', 'e' means from inside and 'duco' means to develop. The two words combined together give the meaning to make something grow or develop from within.

The concept of education may also be considered from the narrow and border point of view. In the narrow sense, education is equated with schooling. In this sense, education is said to begin when the child enters to school. It ends when the child leaves the educational institutions which he/she joined for the purpose of receiving education. Education understood in the narrow sense, gives priority to classroom teaching and book learning. In the border sense, education is synonymous with growth and development. In this sense, the span of education is as wide as that of life. This means every experiences in the life, every activity from the cradle to the grave is educative.

According to John Storrs Mill, education, in the narrow sense is 'the culture which generation purposely gives to its successors in order to quality, to keep up and improve the level attained'. In his words, education, in border sense 'every environment, every surrounding, every activity helps to shape the human being.

1.2.3 Definition of 'Education'

The word 'education' is defined in many different ways. The concept of education as a whole cannot be given by any one particular definition.

The concepts of education as given by prominent Indian educationist are as follows :

Rig-Veda : 'Education is something which makes man self-reliant and selfless.

Upanishad : 'Education is that whose end product is salvation.'

Bhagavad-Gita : 'Nothing is more purifying on earth than wisdom.'

Shankarracharya : 'Education is the realization of self.'

Kautilya : 'Education means training of the country and love of the nations.'

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Panini : 'Human education means the training which one gets from natire.'

Gandiji : 'By education, I mean all round drawing out the best in a child and man by body, mind and spirit.'

Swami Vivekananda : 'Education is the manifestation of the device perfection, already existing in man.

Rabindranath Tagore : 'Education is that which makes one's life in harmony with all existences.'

Sri Aurobindo : 'Education which will offer the tools whereby one can live for the device, for the country, for oneself and for others and this must be the ideal of every school which calls itself national.'

Concepts of 'education' as defined by Western Philosophers :

Socrates : 'Education means the bringing out of the ideas of universal validity which are letant in the mind of every man.'

Plato : 'Education is the capacity to feel pleasure and pain at the right moment. In develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of.

Aristotle : 'Education is the creation of a sound mind in a sound body.'

Rousseau : 'Education of man comments at his birth; before he can speak, before he can understand he in already instructed.'

Herbert Spencer : 'Education is complete living.'

Pestalozzi : 'Education is the natural, harmonious and progressive development of man's innate powers.'

Froebel : 'Education is leading out of hidden power of man.'

UNESCO - 'Education includes all the process that develops human ability and behavior,'

The lexicographical definition of 'education is the act or process of importing or acquiring general knowledge, developing the powers of reasoning and judgement and generally of preparing oneself or other intellectually for nature life.'

The remarks of different thinkers and educators highlights the following features of education:

1. Its unilateral as well as be-polar nature.

2. Its being drawing out or bring up process.

3. Its being knowledge or experience.

4. Its being conducive for the good of the individual or the welfare of the society.

5. Its being a liberal discipline or a vocational course.

1.2.4 Scope of Education

The scope of education is meant to help people deal with various challenges that they come across in life.

The scope of education can be explained by its various processes.

Education by accretion or storage

According to this view, education is the process of gradually filling up the empty mind of the child with grains of knowledge. The teacher's mind and the books are the store houses of mental granary of the child. This is called the gow-sack theory.

The theory is narrow and unsound. It regards knowledge as information of facts and statements t be condensed into compact and logical forms and memorized by the pupils.

Education as formation of mind : Education as formation tries to form the mind by a proper presentation of materials. It is formation of mind by setting up certain association or connection of content by means of a subject-matter.

Education as preparation : Education as preparation is a process of preparation or getting ready for the responsibilities and privileges of adult life. Preparation for complete living. This theory is the outcome of modern scientific tendency in education.

Education as mental discipline : The theory of mental discipline is a traditional concept of education. According to this theory, the process of learning is more important than the thing learned. This theory is based upon the traditional 'Faculty Theory' of psychology according to which the mind is divided into a good number of separate faculties such as memory, attention, reasoning, imagination, perception, thinking etc.

Education as growth and development : It is a modern concept of education change is the law of nature. Man undergoes changes and transformations from cradle to grave. These changes may be of different types such as physical, mental, moral and emotional. Whenever there is change there is growth. Through change, a living organism can take entirely a new shape and this again gives his/her power to grow. Thus, growing is education and getting education is growing.

Education as direction : Educate a child means directing the child in the proper

direction. The young learners have innate powers, attitudes, interests and instincts. It is the essential function of education to direct those inborn instincts and power properly in socially acceptable and desirable channels.

Education as adjustment and self-activity : Adjustment is essential to an individual for self-development. Education gives an individual the power of adjustment in an efficient manner. Through education, the child learns to adjust with the environment. Adjustment requires self-activity. Education is nothing but adjustment through self-activity.

Education as social change and progress : A society is composed of individuals and when the ideas of individuals change the society is bound to change. Change is the law of human life ans society. The function of education is to maintain this progressive trend.

Education as a process of socialization : After birth the child becomes a member of the society and the process of socialization begins then. Then the formal education of the child begins. Besides formal education the child continues to learn and gather experiences in informal or incidental way. The process of socialization starts in family environment and then the educational institutions take the responsibility of such process,

1.2.5 'Check your progress' – 1

1. Devise the term 'education'

…………………………………………………...

2. What is education according to Swami Vivekananda?

…………………………………………………...

3. What do you mean by 'gold sack theory'?

…………………………………………………...

1.3 Agencies of Education

Education is a lifelong process. It transforms the infant into a natured adult. This transformation I achieved through the contribution of various institutions and bodies. The institutions and bodies which have contributed to the upbringing and education of the individual are the agencies of education.

According to the role educational agencies are of two types :

• **Active agencies :** Action agencies are those where both educator and learner are

active participants. The school, home, family are considered as the ative agencies of education.

• **Passive agencies :** Here the teaching-learning process is one way. It is learner is interested he/she may learn. Radio, T.V., Library are the passive agencies.

According to the form, educational agencies are of three types :

• **Formal agencies :** Formal agencies have specific objectives, curriculum, examination system. They are pre-planned, the place and time are fixed. School, college, university are formal agencies of education.

• **Informal agencies :** Informal agencies grow up spontaneously and dissolve in the same way. They indirectly impart education. They include family, society, professional organizations etc.

• **Non-formal agencies :** Non-formal agencies help the formal agencies of education. The programmes are meant for out of school youths, adults and others. Correspondence course, open university, adult education include in the non-formal agencies of education.

After going through this sub-unit, you will be able to :

• State the types of agencies of education.

• Explain the role of school, family, community and media as agencies of education.

1.3.1 School as an agency of Education

The school is an institution where the behaviour of individual is shaped to prepare the person to be effective and functional member of his/her society. In the modern time school is treated as the most sintable active and formal agency ofeducation.

Role of school :

1. Conservation and promotion of culture : The school conserves culture, tradition and values of society and transmits these to the next generation.

2. All round development of the individual : Through different activities, school develops physical, mental, social, morel development by drawing out the hidden potentialities of a child.

3. Development of values : Schools help to develop the good values like truth, morality, love, empathy, cooperation etc.

4. Development of social responsibilities : Children learn the lessons of social duty & responsibility from different school activities.

5. Citizenship training : School trains the child the lessons of good citizenship.

6. Social adjustment : One of the main functions of school is to develop adjustment capacity of an individual.

7. National development : The school is an agent of national development. By performing various co-curricular activities like drama, debate, scout the children learn good attitude, usable skills and knowledge that will make them to develop and contribute meaningfully in their communities.

8. Systematic teaching learning : School serves as a systematic place for learning, teaching and disseminating knowledge.

1.3.2 Family as an agency of education :

Two or more people who share goals and values, have long-term commitments to one another and reside usually in the some dwelling can be defined as 'family'. According to Merian-Webster dictionary 'family' is defined in the following ways :

- a group of people who are related to each other.
- a persoris children
- a group of related people including people who lived in the past.

Role of family

Family is the most important informal agency of education. It is an agency which is responsible for imparting early education and lying down the basis of farther education.

As an agency of education family should perform the following duties :

1. Places of affection : The head of the family or then elderly person in the home is a source of affection for younger ones. Children receive good old tradition from the affectionate elders.

2. Makes children social : Every home makes the child more and more social in nature. In the home, there is interaction between the different members of the family. It develops the qualities of mixing with other.

3. Makes children morally sound : The family teacher many things of morality. The child is able to understand the importance of truth, honesty etc.

4. Helps in physical development : Parents are always careful about the health of their children. They try to provide proper diet. They inculcate among them the the habits of cleanliness and the sense of healthy living.

5. Helps in mental development : Full care is also taken by family for mental development of the children. Here mental development means development of mental power such

as logical thinking, language development etc.

6. Helps in emotional development : Emotional development is very important for the proper growth and development of the child. The family develops in the child healthy and positive emotions like sympathy, affection, courage.

7. Provides economic security : The child enjoys economic security and all his/her economic needs are fulfilled by the parents which helps to provide a secure atmosphere for the overall development of the child.

8. Transmits vocational knowledge and technical skill : Family acts as a medium of transmission of vocational knowledge and technical skills to children. In this way, children are prepared for future life.

9. Develops self confidence and positive outlook : The secure atmosphere of the family provides self confidence and develops positive outlook or life in the children which helps to develop a confident and well-balanced personality.

1.3.3 Role of community as an agency of education

A community is a social unit of any size that shares common values. In human communities intent, belief, resources, preferences, needs, risks and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness.

Role of community :

Community offers definite environments that supply the learner's personal experiences which the school taps.

As an agency of education community performs the following duties –

1. Providing financial resource – It can create formal as well as informal agencies of like schools, library, communication media for the purpose of educating its members.

2. Controls formal education – School is a formal agency of education created by community. The aims, objectives, curriculum, organization are set up by the community.

3. Provides informal education media : Community provides for its people out of school educational media like libraries, music and drama centres, art gallery, health centres etc.

4. Inculcates community culture : Every community has a culture of its own. The child sees the adults preserving and …….. their culture.

These help the child to acquire the tradition, cultures, values, customs of the community of his/her own.

5. Increases attendance in school : Community helps in increasing attendance and enrolment of the students by motivating its members.

6. Provides physical facilities : It helps in providing physical facilities like building, teaching aids teachers and other elements for better education for the community school.

Thus, community is a potential educational force which both the administrator and the teacher must realise.

1.3.4 Role of Media as an agency of education

Education and media are integral part of learning. They form a person and transform the society. Media is a means of mass communication. The word 'media' comes from the Latin plural of 'medium'.

There are two types of media.

1) Print media. Ex. - newspapers, magazines, journals, books

2) Electronic media. Ex. – radio, television, cinema, internet

Role of media

• Role of print media

The role of print media in the process of education is of special importance. It is the basic oldest channel of communication.

➢ Newspaper : through newspaper, children can get news and information. Can learn to learn. Can create own opinion.

➢ Journals and magazines : through journal and magazines children can learn by articles features, interview, short stories, poems etc. Different types of journals and magazines have different and versatile knowledge source.

➢ Book : book is the best source of education. Mostly students depend upon this medium to learn anything.

Role of electronic media

➢ Role of radio : radio is playing a important role in education. Talk shows are the source of informal education. Many professionals, scholars, educationist come in radio as a guest. Students talk a lot of information and learn by this way. Lryan vain is an educational FM radio station, which disseminated education.

➢ Community radio system : radio has now started to enter into the education sector with the name of community radio system. The term 'community radio' signifies radio broadcasting with the objections of searing the community by involving members of community.

➤ Television : television is a source of informal education. It provides the value addition knowledge to the concerned person. Television provides to learn many things like politics, business, finance, nature, different languages, discoveries and innovations etc. Different news channels help to update information.

➤ Films : films are considered a major mass medium because of their mass appeal and influence on society. Learners can know about different culture, other societies norms, values, civilizations and way of living by films. Historical films tell them the old history of the nations. In a dramatic way films tell a current situation of the society.

➤ Internet : the internet has a significant potential for providing children and youth with access to educational information and can be compared with a huge home library.

1.3.5 'Check your progress' – 2

1. State the types of educational agency

....

....

2. State two roles of school as agency of education

....

....

3. Give two examples of print media and electronic media.

....

....

1.4 Philosophies of Education

Behind every school and every teacher is a ser related beliefs a philosophy of education. That influences what and how students are taught. A philosophy of education represents answers to question about the purpose of schooling, a teacher's role, what should be taught and by what means.

After going through this sub-unit, you will be able to :

• State the main areas of Idealism

• State the main areas of Naturalism

• State the main areas of Pragmatism

• State the main areas of Existentialism

- State the main areas of Humanism

- State the main areas of Constructivism

- State the main areas of Connectionism

1.4.1 Idealism

Meaning :

Idealism is born out of Plato's 'theory of ideas'. As a philosophical doctrine, Idealism recognizer ideas, feelings and ideals more important than material objects and at the same time emphasizes that the human development should be according to moral, ethical and spiritual values so that he/she acquires the knowledge.

Definition:

Idealism is a term with several related meanings. It comes directly from the Greek directly from the Greek 'idealisms' which derives from the word idea. To the idealist 'mind and soul' rather than the 'matter and the body' are more important. Idealist believe that ideas are the only true reality.

Protagonists :

Socrates

Plato

Descartes

Spinoza

Barkley

Kant

Fitche

Schelling

Hegal

Green

Gentile

Vedas, Upanishads to the eastern scholars like Sri Arobindo Ghosh.

Fundamental principles or tenets of Idealism :

1. Idealists believe that spiritual world is real and the ultimate truth whereas the material would is transitory and mortal.

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2. They how that the order of the world is due to the manifestation in space and time of an eternal and spiritual reality.

3. To them ideas are the ultimate reality. They are eternal and unchanging.

4. To idealists man is more important than material nature. It is because man can think and experience about material objects.

5. The spiritual or culture environment is an environment of man's own making. It is a product of man's creative activity.

6. Idealism believes in spiritual values. They are truth, Beauty and goodness. The realization of these values is the realization of God.

7. Idealists give full support to the principle of unity in diversity.

8. The them God is the supreme force who is omnipotent and omnipresent.

9. Idealist insist upon the fullest development of the personality of an individual. Human personality is of supreme value and constitutes the noblest of God.

10. Idealists believe that knowledge and values are universal and eternal. The true method of obtaining these is the speculation of our reason, our mental or spiritual vision.

11. To them the object of living and learning is to develop the natural man into the ideal man having physical, intellectual, emotional, moral and spiritual perfection.

Idealism and aims of education :

The following are the aims of education according to the philosophy of Idealism :

Self Realization : Idealism considers self realization as an important aim of education. It involves full knowledge of the self. The aim of education is to enable man to become his/her truest self.

Spiritual Development : the aim of education is to develop the child mentally, morally and spiritually. To children, truth, beauty and goodness should be encourages more and more.

Character Formation : to develop morality in man is an important aim of education. Idealism emphasizes character building and character formation. The process of education must lead to the deepest spiritual insist to the highest moral and spiritual conduct.

Preparation for Holy Life : Idealists uphold that education should create such conditions

and provide an environment which is conducive to the development of spiritual values in a child. Good ideals will lead a child towards self realization and prepare for a holy life.

Preservation and Environment of Cultural Heritage : To idealists the aim of education is to acquaint the child with the cultural heritage so the he/she conserves, promotes and transmits it to the next generation.

Intellectual and physical development, the aim of education is to ensure the intellectual development of the child so that he/she may develop his/her innate and creative powers and thereby achieve his/her goal and seek adjustment with the environment. The aim is to ensure physical development of the child also. Physically developed student can early achieve their goals of life.

Development of feeling integrity : Idealists believe that implicit in all the diversities is an essential unity. On the basis of caste, sex, colour and relision there are differences in the society, but God is present in all humanity. Feeling of unity is developed among the students through education.

Development of Moral values : Education should develop the will power of the child so that he/she may be able to follow the good and avoid evil. This power can be developed by the correct appreciation of truth, goodness and beauty which are the highest moral values.

Univeralization of Education: Every child must have an ………… to education. It should be universal because all human beings are equally the children of God.

Idealism and curriculum :

While developing curriculum, idealists give more importance to thought, feelings ideals and values than to the child and his/her activities. It gives more importance to religion, ethics music and art. In this curriculum only these subjects have been emphasized which are helpful in the personality development. This curriculum lays more importance to those subjects who reflect the achievements of human culture and civilization.

For the aesthetic and moral development Herbart gave prime importance to subjects like History. Fine Arts, Music, Poetry, Ethics and Religion. For intellectual development of the child literature, language, science, social studies and mathematics are included in the curriculum. Ross holds the view that man can develop spiritually only when he is physically fit and healthy. This philosophy insists on a sound mind in a sound body. It is essential to keep the body in a proper working order through physical activities. Idealists attach importance to the study of hygiene, Physiology, Gymnastics and Athletics.

Idealism and Methods of Teaching

Idealists suggest that the method must be oriented to achieving the complete development of all innate abilities of the child and to rain for self realization. Idealists believe in a harmony between individual and social objectives. The child must be provided with a liberal environment for his/her development and his/her education should be related to present experience. Idealists lay stress on instruction, activity and experience.

Instruction : The term 'instruction', as used here, implies educational instruction which is believed by Herbart to be essential to education. But instruction does not mean that the child mind should be stuffed with various scraps of information. It implies a modification and a refinement of the child's mind. For this it is essential that the educator must provide sympathetic guidance. Idealists believe that training of all kinds must be provided in the school.

Activity : The educational methods recommended by the Idealists are based on activity the child must learn through doing. Creative activity is much more important than questioning. The creative activity should be natural, continuous and progressive. Through mental activity the child learns cheerfully and happily and this also helps in the development of his/her personality.

Experience : Idealists also lay stress on experience. Every educed must base all his/her education or his/her own experience. Independence is an essential pre-requisite for experience. Idealists believe freedom is an essential part of education but it must be remembered that freedom is not absolute, but controlled and guided. Both educator and educand should be active and they should indulge is the mutual exchange of experience.

Idealism and Discipline :

Idealists believe that there can be no spiritual development of the child without discipline. They give importance to impressionistic discipline in comparison to expressionistic discipline. They assert that the teacher should gain respect from the child by his/her affectionali and sympathetic behavior and hen motivate the child by his/her praiseworthy ideals. Idealists believe in guided freedom and strict discipline. Children must endure a restraint on freedom. Self insight and self analysis are the main disciplinary factors. The discipline is not to be imposed on students. The teacher should help them to develop self discipline through self knowledge. Idealists want to combine humility, courtesy, obedience an subordination in discipline.

Idealism and Teacher :

Idealism assigns a special role to the teacher. It considers teacher as a spiritual guide to

the child. The teacher sets the environment in which education talks place. He/she is to guide the student towards almost possible perfection. An idealist teacher is a philosopher, friend and guide. According to gentile – A teacher is "a spiritual symbol of right conduct". According to Froebel, the school is a garden, the teacher is a cautions gardener and the child is a tender plant. The plant can grow, no doubt, without help but the good gardener sees that the plant grown to the finest possible perfection. According to Aurobindo – the first principle of true teaching is that nothing can be taught. The teacher is not instructor or task master; he is helps and guide. His business is to suggest and guide and not to impose.

Criticism of Idealism :

• Idealism avoids the real problems of daily living.

• Idealism avoids the present realities and prepares the child for the next world.

• Idealism lays more emphasis on thinking and mental activities. This increases the importance of intellectualism unnecessarily.

• Idealistic education gives more importance to teacher in relation to the child.

• Idealistic methods of teaching emphasize rote memory.

1.4.2 Naturalism

Naturalism commonly refers to the philosophical belief that only natural laws and forces in the world and that nothing exists beyond the natural world Natural laws are the rules that govern the structure and behavior of the natural world. Naturalism is also tamed as matsialism. According to this philosophy the basis of the world is matter. Mind is also a form of matter or an element of matter or synthesis of both. Naturalistic philosophy defined life in terms of material and chemical laws and emphasises the relationship between power, speed and matter as of the nature of casual relationship. According to Naturalism only nature is everything, nothing is before and beyond it.

Definition of Naturalism :

"Naturalism is a term loosely applied in educational theory to systems of training that are not dependent on schools and books but on the manipulation of the actual life of the educated." ……. I.S. Ross.

Types of Naturalism :

Physical Naturalism – It explains human activities and experiences in terms of material objects and natural laws. In other words physical Naturalism lays more stress on the external material phenomena than the conscious human being.

Mechanical Naturalism :

Biological Naturalism is based upon the Darwinian theory of evaluation. Man has evolved from lower animals by a gradual process of development. Man is supreme product of this process of evolution. Advocates of this school uphold that heredity has a powerful influence on the nature and temperaments of an individual human being.

Characteristics of Naturalistic Education - Back of nature :

Out of three essential factors of education namely nature, man, objects, Naturalism gives prime importance to nature. According to naturalists, the best teacher of the child is nature. Hence, to develop the child according the his/her nature, education should provide natural environment.

Education a natural necessity :

The Naturalist regards education as a natural necessity. For them, educational institutions are unwanted creation of man supsimposed upon nature.

Education development of the natural life :

According to Naturalistic through, education is a process of development of the natural life.

Freedom of the child :

It gives prominent place to the concept of freedom in the education of the child.

Child centre :

Child occupies the central and pivotal role in Naturalistic education. The child's nature is in the forefront which all other things such as education, books, curriculum, school are in background. Aims and objectives of Naturalistic education : According to this philosophy, education is for the body as well as the mind. The naturalist, as Herbert Spencer represents them, first regards the pupil from the physical side. Mind and body must both be cared for and the whole being of the student unfolded as a unit. Rousseau's aim is to show how a natural education enables child to become social, moral and rational while remaining true to his original nature. Since the naturalists deny the validity of any aim outside the natural sphere, their concern mustbe with immediate or proximate aims. Whereas traditional education had placed major emphasis upon intellectual function, the naturalists propos that the child be given opportunity to grow physically, mentally, socially, emotionally, aesthetically, vocationally under the auspices of the school.

Specific objectives –
- Self preservation is the first objective. In order to live completely he/she has to

continue his/her own existence. While instinct is the chief guarantee of this objective, education may also help by acquainting the learner with the laws of health and enabling the person to earn a living.

- Securing the necessities of life – It is especially in the realm of developing economic efficiency that education helps in preserving life. Education should train directly for success in this important function.

- Raising children – Spacer held that the most important function that most men and women have to perform is that of being parents. Therefore education should deal both with the care of children in the nursery and the discipline of them as growing boys and girls.

- Maintenance of social and political relation. Beyond the home man must have some understanding and mastery of social and political processes if living is to be complete. He/she must be a wise citizen who is equipped for effecting social and political action.

- Enjoyment of leisure – Complete living also includes freedom form struggle some of the time for 'gratification of the faster and feeling'.

Naturalism and Curriculum :

- No rigid curriculum – Naturalism does not advocate any rigid o fixed type of curriculum child learns best in a natural setting and nature is a good book. Naturalistic curriculum is based upon the psychology of child and given maximum importance to the age and stage of his/her development.

- Sciences – Naturalists believe in science subjects like physics, Chemistry, Zoology and Botany. They also give importance to Mathematics and Languages.

- Focal point – The focal point in the curriculum construction is that the 'text books and teaching should be oriented towards science and scientific point of view with simplicity and objectivity and with knowledge of relevant facts as the controlling aim.

Stages of Education:

According to Rousseau there are four stages in education –

1. Infancy – When the child is at this stage, the child is not mature. Infant's psychology is totally different from the adults. At this stage the child can be taught through normal conversation.

2. Childhood – Rousseau believed that child should not be given books up till the age of twelve. The child must learn through experience. The child learns naturally through his/her own actions and starts developing the ability of reasoning.

3.   Adolescence – At the stage the child can be taught through formal education. Education should be given through activities and not by books because activities give more knowledge than books.

4.   Youth - At this stage special emphasis is laid on moral and religious education. Moral education can also be derived through actual experience. Religious education can be taught through the teaching of history. Mythological stories and religious stories.

Methods of Teaching :

Naturalists follow a naturalistic philosophy of teaching. According to naturalists people learn more through direct experience that is by doing rather than by reading the books. Rousseau argued not to use any book in the childhood and boyhood stage. Another method is Heuristic method which means to find or to discover. The children are provided with situation and opportunities and the children search. Naturalists stress upon direct method of teaching. Teaching through things rather than words given importance. Rousseau emphasized two-way play method of teaching, learning by doing, durries play also child learns a lot and is education.

The principle advocated by Naturalists have brought into being the modern methods of teaching which are –

●   Observation Method

●   Experimental Method

●   Play way Method

●   Heuristic Methods

●   Dalton Method

●   Montessori Method

All these methods are self learning methods and as such they are very effective and purposeful.

Role of Teacher :

The teacher's role is to remain in background. The natural development of child should be simulated. Since, nature is considered to be best educator.

According to naturalists the teacher is the observer and facilitator of the child's development rather than a giver of information, ideas and will power or a molder of character. In the words of Ross "teacher in a naturalistic set up is only a settler of the

stage, a supplier of materials and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place. Teacher is only a non-interfering observer."

For Rousseau, the teacher, first of all, is a person who is completely in tune with nature. He has a profound faith in the original goodness of human nature. He believes that human beings have their own time-table of learning. Rousseau opines that teacher should not be in a hurry to make the child learn; instead he should be patient, permissive and non-intrusive. Demonstrating great patience the teacher cannot allow himself to tell the student what the truth is but rather must stand back and encourage the learner's own self discovery. According to him the teacher is an invisible guide to learning.

Naturalism and Discipline :

Punishment should be constituted by natural consequences of wrong deeds; should be certain but tempered with sympathy. Naturalism aims at mailing education free from the bondage of rigid discipline under which children were tortured. According to Rousseau "A child born lives and dies in a stage of slowly. At the time of his birth he is stitched in swaddling clothes and at the time of his death he is nailed in a coffin. And as long as he preserves the human form he is fettered by our institutions. Man was born free and everywhere he is in shackles. Naturalism, as a philosophy of education advocated maximum freedom for the child and for the stresses in freeing the child from the tyranny of rigidity, interference and strict discipline. Since classroom discipline usually is associated with methodology, the naturalist asserts that all discipline should derive from the natural elements of the situation. The situation will provide a form of innate discipline that should replace that of the teacher. To illustrate a child learns to avoid hot objects because he has experienced the discomfort and pain which follow his touching them. Pry this means, nature teaches the child the danger of fire.

Women Education :

In Rousseanis view, the education of girls was to be similar with regard to naturalness, but it differed from the education of boys because of sexual difference. According to him, a woman should be the centre of the family, a housewife, and a mother. She should strive to please her husband and be satisfied with a simple religion of the emotions. Because her intellectual education is not of the essence "her studies must all e on the practical side."

Evaluation :

Naturalism is one sided and it has unsatisfying aims of education. The child will become unsocial with no feeling of social service or social good. Naturalism lays stress on the solution of present needs and problems of an individual. It advocates no concern for

spiritual values and the remote future. Naturalism emphasizes that education of the child should be based on his activities and life experiences.

But only activities and experiences cannot ensure the total development of the child. If given more importance to scientific education. Herbart Spencer has given prime importance to scientific subjects and secondary place to humanities in the curriculum.

Naturalism assigns to the teacher the role of a mere guide and observer. The teacher is to be a sympathetic guide and helps in structuring experiences for the child and observe the activities undergone.

1.4.3 Demerits of Pragmatism :

- Opposition to eternal truths
- Opposition to pre-determined ideas and values
- No pre-determined aims of education
- Negations of spiritual values
- Negation of past
- Opposition of intellectuality
- Difficulty in the construction of curriculum

Contributions of Pragmatism in Education:

- It lays more stress on social and vocational efficiency.
- It gives important place to teacher.
- It stresses on child-centered education.
- New teaching methods are the contribution of Pragmatism.
- It lays more emphasis on experience and learning by doing.
- It opposes pre-determined ideals and values. They are man-made and change according to the changes in circumstances, time and place,
- Pragmatism provides academic freedom to every institution.
- It gives more Wingate to material values.
- Project method is a gift of pragmatism. Through this method child attains knowledge by solving his/her practical problems.
- Pragmatism encourages a democratic way of learning through purposeful and cooperative projects and activities.
- It is a practical philosophy, having no fixed or absolute standards.

Characteristics of Pragmatic Education :

- Education as life

- Education as growth

- Education as continues reconstruction of experience

- Education as a social process

- Education as a responsibility of the state.

Aims of Pragmatic Education :

- Creation of new values – Pragmatists have no fixed aims or goals of education. According to Ross" the general educational aim of the pragmatist his just the creation of new values. So the main task of the educator is to put the educed into a position of developing value for himself."

- Activities and experience – For the creation of nee values, activity and experience are essential. Education should, therefore, provide physical, intellectual, moral and aesthetic activities as the media for the creation of values.

- Personal and social adjustment – All these aspects are developed not for their own sake, but for meeting the individual and social needs of man. So the main aim of education is 'to direct the impulses, interest and alrtilies towards the satisfaction of the need felt child in the environment.

- Reconstruction of experience – Every individual is required to solve many problems in his/her life. So the aim of education should also be the formulation and cultivation of a dynamic adoptable, resourceful and enterprising mind. It is with such a mind that original and creative thinking is possible which will enable a person to cope successfully with the varied situations of life. Pragmatism emphasises adaptation to environment, construction and re-construction of experience and development of capacities to control the environment.

- All round development – All round development of the individual is also important aim of education. The individual develops physically, mentally, socially, morally and aesthetically.

Pragmatism and curriculum :

- Only activities, experiences and subjects should be included in the curriculum which are useful to the needs of the student and also meet the future expectations of their adult life.

- It condemns the principle of cramming and encourages original thinking and freedom to develop social and purposeful attitude.

- According to Dewey, experience is the content of education. Ideas formed by

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previous generation are vital for human survival, and if is the task of education to transmit this knowledge to the younger generations. This, however, should not be done as it was bring done traditionally. Traditional education never relates ideas and experience, and due to this reason, children cannot understand the fought lessons. Dewey says that ideas should be fought as experience. Children should learn to derive ideas from their experience.

- In the field of curriculum development, the following principles have been prescribed by pragmatists –

   (i) Principle of utility – According to this principle, only those subjects, activities and experiences should be included in the curriculum which are useful to the present needs of the child also meet the future expectations of adult life as well. As such language physical well-being, physical training, geography, history, science, agriculture and home science for girls should be included in the curriculum.

(ii) Principle of Interest – According to this principle, only those activities and experiences where on the child takes interest should be included in the curriculum. According to John Dewey these interests are of four verities namely – (1) interest in conversation, (2) interest in investigation. (3) interest in construction and (4) interest in creative expression. Keeping these varieties of interests in view, at the primary stage, the curriculum should included reading, writing, counting, art, craft-work, natural science and other practical work of simple nature.

(iii) Principle of Experience – The third principle of pragmatic curriculum is the child's activity, vocation and experience. All these three should be closely integrated. The curriculum should consist of such varieties of learning experiences which promote original thinking and freedom to develop social and purposeful attitudes.

(iv) Principle of Integration – Pragmatic curriculum deals with the integration of subjects and activities. According to pragmatists, knowledge is one unit. Pragmatists want to construct flexible, dynamic and integrated curriculum which aids the developing child and the clearing society more and more as the needs, demands and situation require.

Pragmatism and Methods of Teaching :

Three main methods of teaching in Pragmatism –

(i) Learning by doing : Pragmatism is not in favour of old and worn our meeting of teaching. It believes in experimenting with new methods. These methods are devised by the teacher in the light of real life situations. Education is not teaching or imparting knowledge but to encourage learning through self-effort and creative activity. Knowledge is not obtained from books but by actually doing things.

(ii) Provision of Real –life Situation: Pragmatism "stresses action rather than reflection." The child should be put in real situation so that he/she himself/herself solve the problems practically, which arise out of those situations. He/she must be engaged in purposeful creative activity and problematic acts.

(iii) Project Method : Most important contribution of Pragmatism is the Project Method, which is "a problematic act carried to completion in its natural setting. The child is given a real and purposeful task to carry out. While doing so, he/she experiences the need of certain principles, skills and methods which he/she acquires, not formally but incidentally. Thus, the child gets knowledge and skills from the experiences gained in the accomplishment of that task. Psychologically also, this method is sound because the child is always interested in doing thing with his/her own hand. In this method, the school, the curriculum and the subject-matter, are all considered from the child's point of view. There are five stages in the Project Method. First of all, the teacher provides a real situation. Then the pupil chooses the projects and plans for its execution. The next stage is the actual execution of the plans and lastly the evaluation and judgement of its utility.

Pragmatism and Role of Teacher :

According to Pragmatists, a teacher is friend, philosopher and guide to the child. He/she must educate the child in social environment so that the child may attain social efficiency. There must be positive relationship between the teacher and the taught.

His/her behavior towards children must be sympathetic. His/her attitude should be democratic and child must have academic freedom. Teacher's function is to suggest problems to his/her pupils and to stimulate them to find for themselves solutions which will works. His/her emphasis is not on the knowledge as arranged and systematized in the text books. He/she wants the children to do one experiment or to have a particular experience. 'Doing' is more important than knowledge. The Pragmatist teacher wants "his pupils to think and act for them, to do rather than to know, to originate rather than to repeat."

Pragmatism and Role of student :

Students

- Want experiences to make the learning real.
- Should apply their knowledge to real situations through experimental inquiry
- Prepare themselves for citizenship, daily living & future careers.

Pragmatism and Role of School :

- School's philosophy is having students gain real experiences of actual life hich develop social sense and sense of duty towards society and the nation.

- It is not only a sense of education but a sense of community.

- Prepare students to be better citizens.

Pragmatism and Discipline :

Dewey in 'Experience and Education : advocated a notion of discipline drawn from the field of sports. Education is activity based, and each activity, like sports has its own laws and regulations. This means that discipline of education comes from individual activities in never imposed from outside.

Merits of Pragmatism :

- Importance of child

- Emphasis on activity

- Faith in applied life

- Social and democratic education

- Progressive and optimistic attitude

- Construction of Project Method

- Infusion of new life in education.

1.4.4 Existentialism

Existentialism is the most individualistic of all modern philosophies. Its overriding concern is with the individual and its primary value is the absolute freedom of the person, who is only what he/she, makes himself/herself to be, and who is the final and exclusive arbiter of the value he/she freely determines for himself/herself.

The term 'Existentialism' seems to have coined by the French philosopher Gabriel Marcel and adopted by Jean. Paul Sartre. Etymological meaning of 'existence' from two German words ex-sistent, meaning that which stands out, that which 'emerges' suggests that existentialism is a philosophy that emerges out of problems of life.

Key philosopher of Existentialism – Gabriel Marcel, Fredrich Nietzsche, Michel Foucault, Heal-Paul Sartre, Martia Heidegger, Albert Camns.

Fundamental Postulates of Existentialism :

Permanence and change – The Existentialism doing the pre-eminance of essence, They

reject the notion that there is a predetermined nature for every human being. Man is not born with a rational soul which 'forms the matter' the body. Man has no essence at birth, he/she must create his/her own essence. No living beings will remain the same, all are in the process of changing. Existence precede essence – Existentialism is a revolt against any kind of determinism and an affirmation of the free nature of man. Existence is prior to essence that man is fundamentally free to create his/her essences.

Freedom is identical with existence – Man does not possess free will as a part of his/her essential nature, but rather he/she exists in a state of absolute freedom. None of the environmental or hereditary forces are considered strong enough to impair man's freedom. The most important characteristic of Existentialist freedom that it is absolute. Man is completely responsible for his/her own decisions and the effects they will have upon himself/herself or others.

The absurd when an individual's consciousness, longing for order, collides with the other's lack of order, it is absurdity. The notion of the absurd contains the idea that there is no meaning to be found in the world beyond what meaning we give to it. This meaninglessness also encompasses the amorality or unfairness of the world.

Fact city – A denial of one's own concrete past constitutes an inauthentic lifestyle, and the same foes for all other kinds of fact city.

Alienation – Feelings of alienation can emerge from the recognition that one's world has received its meaning from the crowd or others, and not from oneself, or that one is out of touch with one's inner-self. Our present personal and mental instability follows from the peculiar form of alienation associated with alienation from the centre alienation from meaning, value, purpose and vision, alienation from the roots of and reasons of our humanity. Abandonment pry abandonment, the Existentialists mean that since God does not exist, man is left to his/her own deserts in creating himself/herself and the kind of world in which he/she will live.

Existential crisis – The phenomenon of anxiety as an important characteristic of the existential crisis is regarded as rarity and has been described as the "manifestation of freedom in the face of self-experiencing anxiety individuates, hence 'death' as an issue readily lends itself to this crisis because only oneself can die one's own death."

The Existentialist philosophy of Education stresses the followings –

- Freedom – kinds should be afforded free will with the expectation that they will respect the free will of others.

- Development of the individual Existentialists believe that students should be given the power to define themselves as individuals, and an adult's role as an educator should involve encouraging, but not dictating.

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- Subjective view of success when it comes to achievement student are not expected to live up to anyone's expectations besides the expectations that they have for themselves.

Existentialism and Aims of Education :

- To help students understand and appreciate themselves as unique individuals who accepts complete responsibility for their thoughts, feelings and actions.

- To educate the whole person, not just the mind, since feeling is not divorced from reason in decision maleius.

- To help the learner become fully his/her authentic self.

- To educate the 'whole child', not just one child.

- To make the learner conscious for his/her individuality or 'self'.

- To build character, to optimize potential and creativity and enhance the quality of life through knowledge.

- To help the individual to realize the best that he/she is capable.

- To train the learner to make better choices and also give the child the idea that since his/her choices are never perfect, the consequences cannot be predicted.

- To enable every individual to develop his/her unique qualities, to harness his/her potentialities and cultivate his/her individualities.

Existentialism and Curriculum :

- Leaning is self-paced, self-directed.

- Students are given a wide variety of options from which to choose.

- Students are afforded great catetude in their choice of subject-matter.

- The humanities are given emphasis to provide students with vicarious experiences that will help unleash their own creativity and self-expression.

- Composed of fine arts, drama, creative expression, literature and philosophy.

- Vocational education is seen more as a means of teaching students about themselves and their potentials than that of earning a livelihood.

- History should be taught in order to help the students to change the course of history and to mould future.

- Scientific subjects and mathematics should be included in the curriculum but they should not be given more stress, as they deal with objective knowledge.

- The curriculum should be chosen, sorted out and owned by the learner.

Existentialism and Method of Teaching :

- Focus is on the individual.

- In teaching history, Existentialists focus on the actions of historical individuals, who provide possible models for the students own behavior, rather than emphasizing historical events.

- In arts, Existentialism encourages individual creativity and imagination more than copying and imitating established models. Creativity is an expression of oneself.

- In teaching values, teachers employ values classification strategy to help students know themselves and their place in society. Here, teachers remain non-judgemental and take care not to impose their value on their students since values are personal.

- Through value classification strategy, the learners will be able to practice sound moral reasoning skills, choose the appropriate response for a value conflict and commit themselves to personal, moral and societal values.

- Value education is a matter of choice that goes throughout existence.

- There should be private and open spaces in the classroom to facilitate dialogues, small group discussions and individualization to lessen the tension, formality and constraint experienced b the learners.

- Criticism to any individual work is less important

- Socratic 'Problem Method' should be accepted if the problem originated in the life of the one who has to work out the solutions. But it is unacceptable if the problem is derived from the needs of the society.

Existentialism and Role of Teacher :

The teacher's role is to help students define their own essence by exposing them to various paths they may take in life and creating an environment in which they may freely choose their own preferred why. In order to exercise one's freedom in an authentic manner it is also necessary that the teacher develop a critical attitude. The teacher should become aware of how he/she relates to the entire curriculum. Understanding, creating and choosing one's personal identity – who one is and what one stands for is a desirable characteristic of a teacher. The teacher must himself be a free personality, engaged in such relations and projects with individual students that they get the idea that they too are free personalities. Instead of expecting them to imitate he/she should help them to be original and authentic. The teacher must build positive relationships between himself/ herself and his/her students. The teacher is also changing and growing as he/she guides the pupil in his/her discovery of self.

Existentialism and Role of students :

Students must –

- Construct meaning by themselves
- Interpret the material on their own based on their feelings, value, cognitive, structure, talents and situations.
- Develop and devise their own way of learning.
- Solve their own problem successfully and meet life challenges.

Existentialism student's –

- Personal interest
- Uniqueness, individuality and differences, experience and interpretation of things.
- Originality of ideas and construction of knowledge based on thinking, feeling, interest, commitment and choice.
- Awareness of their commitments, potentialities, importance of personal will, self dependence and effort in learning.

Evaluation of Existentialism in Education :

Existentialism in education is significant in a number of ways. Some argue that Existentialism should be taught to students of all levels. Others feel that the rile of Existentialism in education should be reserved for higher education. In many ways, Existentialism in education could also manifest itself at the teacher level. Most teachers who embody a deeps meaning in their work are more passionate, personable and effective in the classroom.

1.4.5 Humanism

The roots of Humanism are found in the thinking of Erasmus, who attacked the religious teaching and thought prevalent in his time to focus on free inquiry and rediscovery of the classical roots from Greece and Rome. He believed in the essential goodness of children, that humans have free will, moral conscience and ability to reason, aesthetic sensibility and religious instinct. Humanism was developed as an educational philosophy by Rousseau and Pestalozzi, who emphasized nature and the basic goodness of humans, understanding through the senses and education as a gradual and unhurried process in which the development of human character follows the unfolding of nature.

Recent applications of Humanist Philosophy focus on the social and emotional well-being of the child, as well as the cognitive. Developments of a healthy self-concept, awareness of psychological needs, helping students to strive to be all that they can are important concepts, espoused in theories of Abraham Maslow, Carl Rogers and Alfred Adler that are found in classrooms today. Teachers emphasize freedom from threat, emotional well-being, learning processes and self-fulfilment.

Principles of Humanistic Education

There are five basic principles of Humanistic Education:

1) Students should be able to choose what they want to learn. Humanistic teachers believe that students will be motivated to learn a subject if it's something they need and want to know.

2) The goal of education should be to foster students' desire to learn and teach them how to learn. Students should be self-motivated in their studies and desire to learn on their own.

3) Humanistic educators believe that grades are irrelevant and that only self-evaluation is meaningful. Grading encourages students to work for a grade and not for personal satisfaction. In addition, humanistic educators are opposed to objective tests because they test a student's ability to memorize and do not provide sufficient educational feedback to the teacher and student.

4) Humanistic educators believe that both feelings and knowledge are important to the learning process. Unlike traditional educators, humanistic teachers do not separate the cognitive and affective domains.

5) Humanistic educators insist that schools need to provide students with an unthreatening environment so that they will feel secure to learn. Once students feel secure, learning becomes easier and more meaningful.

Aim of Humanistic Education

● Broadly Educated Man - to produce a broadly educated person possessing a well rounded personality who could assume leadership.

● Accomplishment - to produce persons who should have a wide range of accomplishments. They should be able to express themselves in poetry, song, dance etc. All pupils should be physically and mentally healthy. According to Humanists perfection must be final aim.

Curriculum of Humanistic Education

According to Humanism child is the centre of all education and the broad aims of education reflect on the curriculum.

- The study of old classics should be included in the curriculum as early Humanists considered these to possessing profundity of content, literary style etc. And they believed that all the values such as wide learning, all round development, life of action, qualities of artistic enjoyment could be achieved by teaching classic literature.

- In comparison with literature and classics, Humanists gave slight attention to mathematics, natural history, music etc. and much less attentions were given by them to the vernaculars in their curriculum. They believed that if history and ethics is to be studied, we should study those as a part of the work of the old classical writers.

- Physical education was also included in their curriculum and there was due place for it. It aimed at producing a new brave class of people.

Methods of teaching in Humanistic Education

- In teaching literature teacher should talk about author's style, vocabulary etc.

- Teacher should give simple directions to overcome the difficulties in the way of learning.

- Teacher should set exercises for the matter taught. It should not be literal reproduction, the subjects should be reproduced. Teachers should encourage memorization, understanding and reproduction. The maxim is - understand-arrange-repeat. 4 For mature students, early Humanists recommended lectures and debates. Independence and individuality were introduced in learning of lessons.

Role of teacher in Humanistic Education

Much of a Humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centred, and is typified by the child taking responsibility for their education and owning their learning. Both praise and blame are rejected by the Humanists. Children can become addicted to praise, and put much effort into receiving praise from their teachers. Such children will often work for the praise, and not work if their efforts go unnoticed.

The Humanist teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery methods would be favoured instead of traditional didacticism .As well as the child's academic needs the Humanistic teacher is concerned with the child's affective (or emotional) needs. Feeling and thinking are very much interlinked. Feeling positive about oneself facilitates learning.

Discipline in Humanistic Education

Humanists believed in discipline in the schools. It was a discipline of kindness than of vindictiveness. There was an appeal to pride and ambition in the child rather than to rigors of punishment.

Major contributions of Humanistic Education

- **Humanistic education enhances the teaching of the basics.** Many of the major books and articles on humanistic education show teachers how to do a more effective job of teaching reading, writing, math, social studies, etc. Many of the best traditional-subject-matter teachers integrate humanistic education methods and materials into their basic curriculum. Rather than ignoring the basics, humanistic educators seek to expand our concept of what basic education is, saying that basic skills for surviving in today's world go beyond reading, writing, computation, and vocational skills and include other skills for communicating, problem-solving and decision-making.

- **Humanistic education is supported by years of research and experience.** One of the strongest reasons for supporting humanistic education is that, when done effectively, students learn!

  Considerable evidence shows that cooperative learning structures higher self-concepts, and the student's motivation and interest in learning all are related to greater academic achievement.

- **Humanistic education supports many goals of parents.** What parent does not sometimes wish his or her children would listen more respectfully, choose less impulsively, calm down when overexcited, learn to be assertive without being aggressive, or make better use of their time? Many humanistic education methods teach students how to do these things. "Effectiveness training" teach students how to really listen to others, including parents. "Values clarification" teach students to "thoughtfully consider the consequences" of their decisions. Several humanistic education approaches teach students to relax and control their nervous energy and

to plan and take more responsibility for their time. Humanistic educators often report that parents have told them how good communication was increased in their families as a result of some of the class activities and new skills the students learned.

- **Humanistic education encourages parent involvement in the schools.** Many humanistic educators are parents themselves, who are very active in their children's education in and out of school. Humanistic educators believe that parents should be knowledgeable about their children's curriculum, should be active in parent-teaching activities, should be able to visit the school and observe, should have a way to make suggestions or register complaints about their child's program, and within reasonable limits, should be allowed to request alternative learning options for their children when they disagree strongly with school practices.

- **Humanistic educators believe that schools have a role to play in the "values education" of students.** While the home and religion have the major responsibility in the value development and moral development of children, the school also has a legitimate role. Few parents have ever questioned the school's role in encouraging the values of punctuality, fairness, health, courtesy, respect for property, neatness and the like. Humanistic educators believe schools *also* should encourage the democratic and humanitarian values of tolerance, self-respect, freedom of thought, respect for others, social responsibility and the like. Schools cannot and should not be "value-free."

- **Humanistic education is not psychotherapy.** It is not the goal of humanistic education to help students overcome deep-seated emotional problems. Rather, humanistic education seeks to help students to lean useful skills for living and to deepen their understanding of issues relevant to their academic and social development. Teachers do not need to be trained psychologists to conduct humanistic education activities. They do require sensitivity to students, classroom management skills, and the ability to conduct a class discussion. These skills are within the grasp of all good teachers.

- **Humanistic education is not a panacea.** No one claims that implementing humanistic education methods and approaches will instantly or even eventually solve all of society's problems. There are many problems in our communities,

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country and world which require complex and long-term solutions. At best, humanistic education can better equip young people with the skills and attitudes to play a more effective role in seeking these solutions.

- **Humanistic education is essential for preparing young people to be citizens in a democracy.** If democracy is to work,' its citizens must be educated. They must know how to gather information, distinguish fact from opinion, analyze propaganda, understand many different viewpoints, understand justice, think for themselves, communicate their opinions clearly, and work with others for the common good. These are among the most important skills that humanistic education seeks to teach our youth.

1.4.6 Constructivism

Constructivism is a theory of learning based on the idea that knowledge is constructed by the knower on mental activity. In other words, our own perceptions and understandings create our knowledge. This theory supports the idea that learners are considered to be active organisms seeking meaning. Constructivism is often associated with Jean Piaget and Imrnanuel Kant. Piaget coined the terms accommodation and assimilation, which are both related to constructivism. Through assimilation, individuals incorporate new information in already existing framework. According to Piaget, accommodation is the process of reframing one's mental representation of the external world to fit new experiencesTherefore, accommodation can be seen as the process of learning from failure.

Some common tenets of Constructivism

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.

2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.

3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.

4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure

learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

Types of Constructivism

I   Trivial Constructivism -The simplest idea in constructivism, root of all the other shades of constructivism, is Trivial Constructivism or Personal Constructivism or Cognitive Constructivism. In this principle, Knowledge is actively constructed by the learner, not passively received from the environment.

II.   Radical constructivism - Radical constructivism adds a second principle to Trivial Constructivism. Coming to know is a process of dynamic adaptation towards viable interpretations of experience. The knower does not necessarily construct knowledge of a "real" world.

III.   Social Constructivism or Socio-Constructivism - The social world of a learner includes the people that directly affect that person, including teachers, friends,   students, administrators, and participants in all forms of activity. This takes into account the social nature of both the local processes in collaborative learning and in the discussion of wider social collaboration in a given subject, such as science.

IV.   Cultural constructivism - Beyond the immediate social environment of a learning situation are the wider context of cultural influences, including custom, religion, biology, tools and language.

V.   Critical constructivism - Critical constructivism looks at constructivism within a social and cultural environment, but adds a critical dimension aimed at reforming these environments in order to improve the success of constructivism applied as a referent.

VI.   Constructionism - Constructionism asserts that constructivism occurs especially well when the learner is engaged in constructing something for others to see.

Aims of Constructivism Education

1.   We have to focus on the learner in thinking about learning not on the subject or lesson to be taught.
2.   There is no knowledge independent of the meaning attributed to experience by the learners or community of learners.
3.   Learning is an active process in which the learners uses sensory input and constructs meaning out of it.
4.   Learning consists of both constructing meaning and constructing system of meaning

5. Physical actions, hands on experiences may be necessary for learning, especially for children, but it is not sufficient, we need to provide activities which engage the mind as well as the hands Dewey called this reflective activity.

6. Our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit.

7. We do not learn isolated facts and theories in some abstract ethereal land of the mind separate from the rest of our lives.

Constructivist Classroom

In the constructivist classroom, both teacher and students think of knowledge not as inert factoids

to be memorized, but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view.

Difference between Traditional Classroom and Constructivist Classroom -

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

Characteristics of Constructivist Teaching

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray the characteristics of a constructivist classroom are as follows:

● the learners are actively involved

● the environment is democratic

● the activities are interactive and student-centred

● the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

Teaching Methods

● Engage - The students first encounter and identify the instructional task. Teachers must engage students in their lessons in order for them to learn. Teachers engage students by -guiding whole group discussions, asking students to explain what they learned, working together in small groups to complete projects or tasks.

● Explore- In the Exploration stage the students have the opportunity to get directly involved with phenomena and materials. Students inquire, work together, form hypotheses, and learn about new ideas and concepts on their own before coming together as a whole class. Students develop an idea of what they may think an object or idea is, and then explores it further to see if their idea was accurate. Students use tools such as textbooks, the internet, scientific instruments, and their creative minds to explore new concepts.

● Explain- Explain, is the point at which the learner begins to put the abstract experience through which she/he has gone into a communicable form. The students will define and explain the current concept using their own words. The student will accomplish this using informational readings, group discussions, and teacher interaction. Learners will support each other by sharing their ideas, observations, questions, and hypotheses.

● Elaborate- To Elaborate the students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them. Students will expand their learning on the concepts by making connections to related concepts and applying their understanding to the world

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around them. This 'will help students make connections that will lead them to more inquiry which will lead to new understandings.

● Evaluate- Evaluate is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. Constructivism encourages teachers to assess their students learning on an ongoing basis. In traditional classrooms, assessment would be paper tests taken by the students after the content was taught and in which they received a grade. In a constructivist classroom the teacher assesses the students work and adapts the lesson plan to meet the needs of the learner.

Techniques and methods in a constructivist classroom:

Teacher encourage students' intellectual involvement trhough:

● Discussion

● Small group work

● Student presentation

● Debate

● Simultations

● Brain-storming

● Individul study

● Teacher acceptes and encourages students autonomy.

● Teacher acceptes induvidual differences.

● Students are asked open-ended questions and allowed time for resdonding.

● Teacher encourages students to higher-level thinking.

● Students communicate with both teacher and classmates.

● Students engage in experince.

● Raw data, primary sources, malipulatives, physical and interactive materials are used by students.

Role of the teacher

Constructivist teachers do not take the role of the "sage on the stage." Instead,

teachers act as a "guide on the side" providing students with opportunities to test the adequacy of their current understandings-

- The educator should consider the knowledge and experiences students bring to class

- Learners construct their knowledge through a process of active enquiry

- 'Discovery' is facilitated by providing the necessary resources

- Knowledge is actively constructed & learning is presented as a process of active discovery

- Provide assistance with assimilation of new and old knowledge

- Learning programme should be sufficiently flexible to permit development along lines of student enquiry

- Create situations where the students feel safe questioning and reflecting on their own processes

- Present authentic tasks to contextualize learning through real-world, case-based learning environments

- Support collaboration in constructing knowledge, not competition

- Encourage development through inter-subjectivity

- Providing Scaffolding at the right time and the right level

- Provide opportunities for more expert and less expert participants to learn from each other

Role of the student

The expectation within a Constructivist learning environment is that the students plays a more active role in, and accepts more responsibility for their own learning,-

- Students have to accommodate & assimilate new information with their current understanding

- One important aspect of controlling their own learning process is reflecting on their experiences

- Students begin their study with pre-conceived notions

- Students are very reluctant to give up their established schema/idea & may reject new information that challenges prior knowledge

- Learners need to use and test ideas, skills, and information through relevant activities

- Students need to know how to learn or change their thinking/learning style

- For students to learn they need to receive different 'lenses' to see things in new ways

Discipline in a constructivist classroom

- Teacher should give opportunity to the students to choose between two behaviours.

- Teacher should try to understand the reason of the problem behaviours.

- Teacher should clarify his expectations.

- Teacher should focus on the present behaviour of the student.

- There should be a reliable communication between teacher and students.

- Teacher should behave consistently.

- Teacher and students should establish the rules of classroom together.

- Teacher and students should find solutions to the problems in a cooperative way.

- Teacher should use logical consequences rather than punishment.

Teacher should help students to be responsible individuals.

Students should be encouraged to be autonomous learners. Therefore they can take the responsibility of the negative consequences of their behaviours.

Benefits of Constructivism

- Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners.

- Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.

- Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.

- Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students'

initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

- By grounding learning activities in an authentic, real-world context, Constructivism stimulates and engages students. Students in Constructivist classrooms learn to question things and to apply their natural curiosity to the world.

- Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

1.4.7 Connectionism

Connectionism, today defined as an approach in the fields of artificial intelligence, cognitive psychology, cognitive science and philosophy of mind which models mental or behavioral phenomena with networks of simple units is not a theory in frames of behaviorism, but it preceded and influenced behaviorist school of thought. Connectionism represents psychology's first comprehensive theory of learning. It was introduced by Herbert Spencer, William James and his student Edward Thorndike in the very beginning of the 20th century although its roots date way back.

Connectionism was based on principles of associationism, mostly claiming that elements or ideas become associated with one another through experience and that complex ideas can be explained through a set of simple rules. But Connectionism further

expanded these assumptions and introduced ideas like distributed representations and supervised learning and should not be confused with associationism.

Thorhdike's theory was based initially on a series of puzzle box experiments that he used to plot learning curves of animals. In these experiments learning was defined as a function of the amount of time required for the animal to escape from the box. A full account of his experiments, including detailed descriptions of the puzzle boxes he used and examples of learning curves that were plotted, can be found in Animal intelligence.

In Thorndike's view, learning is the process of forming associations or bonds, which he defined as "the connection of a certain act with a certain situation and resultant pleasure" His work leading up to 1898 provided "the beginning of an exact estimate of just what associations, simple and compound, an animal can form, how quickly he forms them, and how long he retains them".

The learning theory of Thorndike represents the original S-R framework of behavioural psychology: Learning is the result of associations forming between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was trial and error learning in which certain responses come to dominate others due to rewards. The hallmark of connectionism (like all behavioral theory) was that learning could be adequately explained without referring to any unobservable internal states.

Thorndike's theory consists of three primary laws:

1. *Law of exercise (Also: as law of use or law of frequency):* The stimulus-response (S-R)

associations are strengthened through repetition or weakened through lack of repetition.

2. *Law of effect:* The consequence or outcome of a situation-response event can strengthen or weaken the connection between situation and response. If an event is followed by a positive reinforcing stimulus, the connection will be strengthened and vice versa.

3. *Law of readiness:* Learning is facilitated by learner's readiness (emotional and motivational) to learn. This potential to learn leads to frustration if not satisfied.

These laws have set the basic principles of behaviorist stimulus-response learning, which was according to Thorndike the key form of learning.

The theory suggests that transfer of learning depends upon the presence of identical elements in the original and new learning situations; i.e., transfer is always specific, never general. In later versions of the theory, the concept of "belongingness" was introduced; connections are more readily established if the person perceives that stimuli or responses go together (c.f. Gestalt principles). Another concept introduced was "polarity" which specifies that connections occur more easily in the direction in which they were originally formed than the opposite. Thorndike also introduced the "spread of effect" idea, i.e., rewards affect not only the connection that produced them but temporally adjacent connections as well.

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Connectionism was meant to be a general theory of learning for animals and humans. Thorndike was especially interested in the application of his theory to education including mathematics, spelling and reading, measurement of intelligence and adult learning.

Principles

- Learning requires both practice and rewards

  (laws of effect /exercise) o   A series of S-R connections can be chained together if they belong to the same action sequence (law of readiness).

- Transfer of learning occurs because of previously encountered situations.

- Intelligence is a function of the number of connections learned.

  Practical implications of Thorndike's ideas are suggested through his laws of learning:

- rewards promote learning, but punishments do not lead to learning,

- repetition enhances learning, and

- potential to learn needs to be satisfied.

Criticisms

Thorndike tried to prove that all forms of thoughts and behaviors can be explained through S-R relations with use of repetition and reward, without need for introducing any unobservable internal states, yet this is today generally considered incorrect. This learning

through response was later in 20th century replaced by learning as knowledge construction. Connectionism was in the first decades of 20th century succeeded by behaviorism, but Thorndike's experiments also inspired Gestalt psychology.

1.5 Historical Perspective of Indian Education (Gandhi, Tagore, Krishnamurti, Aurobindo)

Introduction

Throughout the world today, people find themselves trapped in overwhelming socio-cultural, moral, and spiritual crises. Visionaries of India's past - Gandhi, Tagore, Aurobindo, and Krishnamurti, among others -showed paths to overcome these crises. In their writings and their experiments, each tried to envision a better reality for India, one unmarred by the greed and destruction of Western- style development and by the

colonization and debilitation of Western-style schooling. They believed that India could only grow and regenerate itself by seeking out those beliefs, values, languages, cultures, knowledges and wisdoms upon which she had developed and lived. They engaged in a critical traditionalism, believing that the injustices and problems within traditions and customs required self-correcting mechanisms. Thus, in their own unique ways, these innovators tried to create alternative visions of living and paths for India.

Why are we focusing on these four individuals? After all, a multitude of thinkers and experimenters have emerged throughout India's rich and diverse history. However, what distinguishes Gandhi, Tagore, Aurobindo, and Krishnamurti from the rest is their effort to situate education in a complete spiritual, political, socio-cultural, and economic vision of transformation. For them, education germinated from a context and it was just as important to transform this context, as it was to transform the system of education. To varying degrees, all four were engaged in India's freedom struggle, and their experiences around this struggle inspired them to imagine a different conception of freedom and, with it, a different India. They beautifully and forcefully expressed themselves in writings, poetry, speeches and meditations, and illustrated their ideas in extremely different parts of India: Gujarat/Madhya Pradesh/Maharashtra; Bengal; Pondicherry; and Andhra Pradesh/Karnataka.

Finally and perhaps most importantly, while many people still refer to them, few really know what they envisioned, and even fewer know how to evolve their ideas/experiments or re-contextualize them to today's rapidly changing world. The current crises of the 'schooled' and of schooling require radical new thinking, new dialogue, and new action. While this radical discourse is being driven by thinkers in other parts of the world (mainly from industrialized countries), learning from the radicalism of these four visionaries could do much to resuscitate the intellectually-stagnated discourse on education in India. By deeply probing into their critiques, frameworks and experiments, we hope to invigorate the education

discourse and offer fresh insight into the development of learning societies for 21st century India. For all these reasons, and many more, Gandhi, Tagore, Aurobindo, and Krishnamurti are worth remembering, revisiting, and re-learning from today.

Objectives

After going through this sub-unit you will be able to:

● Explain the views of Gandhi, Tagore, Aurobindo, and Krishnamurti

● Evaluate the educational contributions of these visionaries

● Bring out the significance of their educational ideas in present educational scenario

''Check your progress''

1. Write two educational aims of Rabindranath Tagore.

   ....

   ....

2. Write Gandiji's concept of 3 r's and 3 h's.

   ....

   ....

3. Write the role of teacher according to Aurobindo.

   ....

   ....

4. What do you mean by 'Right Education'?

   ....

   ....

Let Us Sum Up

● Gandhiji emphasized certain ideals, practical work and the potentiality of students in education. Gandhian education has been characterized as encompassing the head, the heart and the hands that means the all-around development of child. According to him education is that which draws out and stimulates the spiritual, intellectual and physical faculties of children.

● Tagore's ideas for creating a system of education aimed at promoting international cooperation and creating global citizens. Tagore envisioned an education that was deeply rooted in one's immediate surroundings but connected to the cultures of the wider world, predicated upon pleasurable learning and individualized to the personality of the child. He felt that the curriculum should revolve organically around nature, with flexible schedules to allow for shifts in weather, and with special attention to natural phenomena and seasonal festivities.

● Aurobindo strongly believed that life has a divine purpose and one of the most important tasks of education is to lead the student to discover for himself the aim of life and the specific role that he himself has to play in it. He conceived education

as an instrument for the real working of the spirit in the mind and body of the individual and the nation. His Integral education is conceived as a process of organic growth and the way in which the various faculties could be developed and integrated.

● Jiddu Krishnamurti argues that the purpose of education should not just be to prepare students for a career, but to prepare them for life. That is done by making students feel free, so that they can think freely and won't conform to society.

Answers to check your progress

1.   Two educational aims of Rabindranath Tagore -

(1) Self Realization:

Spiritualism is the essence of humanism; this concept has been reflected in Tagore's educational philosophy. Self-realization is an important aim of education. Manifestation of personality depends upon the self-realization and spiritual knowledge of individual.

(2) Intellectual Development:

Tagore also greatly emphasized the intellectual development of the child. By intellectual development he means development of imagination, creative free thinking, constant curiosity and alertness of the mind. Child should be free to adopt his own way learning which will lead to all round development.

2.   Gandiji's concept of 3 r's and 3 h's -3h's: Hand-psychomotor domain/skills Heart-spiritual domain/skills Head-Cognitive domain/skills 3r's: Reading, writing and arithmetic

3.   The role of teacher according to Aurobindo-

● A true teacher removes the clouds of ignorance

● The role of teacher is to suggest, not to impose.

● Teacher is a "guide", not a "master". "Nothing can be taught".

● A teacher should be like torch-light.

4.   Concept of 'Right Education' by Jiddu Krishnamurti-

Right education should enable children to perceive truth, to keep their minds empty. It shoud empty the student's mind of its fictitious content of ideas, beliefs, opinions, hopes, and regrets, fears which are, in fact, the manifestation of thought entering the realm of truth or freedom. Cultivating thought beyond a certain limit creates

imbalance in life. Right education should not allow thought to dominate to whole of the mind and life. It may condition the mind with information to the extent necessary but it cannot neglect the vast field of one's being and life.

Sub-unit End Exercises

1. Discuss the educational philosophy of Mahatma Gandhi.

2. Critically estimate the contribution of Rabindranath to Indian education.

3. Discuss Aurobindo's educational ideas.

4. Discuss the educational views of Krishnamurti.

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1.5.1 Gandhi's Philosophy of Education

One man who always stood for peace and valued it above political and ideological conflicts, Mahatma Gandhi's views on education was always focused on an all-round education, not just literacy. He stressed on the development of a child as a whole, not just the mind. He said "By education, I mean an all-round drawing of the best in child and man in body, mind and spirit."

Educational Philosophy of Mahatma Gandhi

Gandhiji as an Idealist:- Gandhiji had very high ideals that he followed ideals like simplicity, truthfulness, non violence. He had not only there principles in mind but also practised them in his life. Gandhiji as a Pragmatist:- Pragmatist is one who solves problem in a realistic way. Gandhiji believed that the best way to learn is by doing and it is believed that when you learn by doing you remember 90% and it leads to knowledge. Pragmatism is the hallmark of Gandhian philosophy. Gandhiji as a Naturalist:- He believed that Nature is the best source of knowledge.

Gandhiji gave the concept of 3 r's and 3 h's

Hand-psychomotor domain/skills Heart-spiritual dornain/skills Head-Cognitive domain/skills

3r's: Reading, writing and arithmetic

Gandhiji emphasized certain ideals, practical work and the potentiality of students in education. It is education through which we can find out the potential of the students and teach them certain ideals which will help them to be a good citizen and through practical activities students will be in a position to think practically and they will be attentive and active, this will help them to mould their character. Thus Gandhian education has been characterized as encompassing the head, the heart and the hands that means the all-around development of child. According to him education is that which draws out and stimulates the spiritual, intellectual and physical faculties of children. Thus Gandhiji's purpose of education is to raise man to a higher order through full development of the individual and the evolution of a "new man."

Aims of Education :-

1. *Bread and Butter aim:* Bread and Butter aim refers to utilitarian aim which is an immediate requirement. Gandhiji focused on education that provides learning while learning. This has to be a tool with each and every learner. S/he can remove unemployment keeping in mind the poverty and unemployment of India. Gandhiji focused and suggested industrial training and development of manual skills and handicraft as subject of education which will give satisfaction to the educand of his earning and self reliance but also it will be proved as a support to his/her family and nation at large.

2. *Cultural Aim:-* According to Gandhiji cultural aspect of education is more important than the literacy. Culture is the foundation, the primary thing which the girls ought to get from here. It should show in the smallest detail of your conduct and personal behaviour, how to sit, how to walk, how to dress etc. it is the education through which students or everyone learn the glorious culture of the country-India, its incredible arts, religions and so on. Education is the device which makes them familiar with our great culture and it is to be taught that how do they adopt and what is the importance of value of our culture. Thus Gandhiji laid much emphasis on cultural aim of education and recommended that Geeta and Ramayana to be taught as a means of introducing students to their rich cultural and spiritual heritage.

3. *Harmonious development:-* Education should develop all the three levels i. e.

3RS- read, write and arithmetic. The education should help in feeling what is taught and what happens to him and to express, what he feels and also what he wants to do. So all the faculties of person should be developed. Writing and reading will make him literate and arithmetic will help in calculating day-to-day expenses and more importantly it will help in logical thinking and analyzing things.

4. *Moral Aim:-* Education should make person aware of what is right & wrong. It inculcates in us values and manners and moulds our character. Gandhiji focused more on character building than on literacy. According to him development of personality was more significant than accumulation of intellectual tools and academic knowledge. And we also believed that an educand should be taught nonviolence, truth, and importance of thoughts, word and deed.

5. *Social and individual Aim:-* The aim of education of Gandhiji is both social and individual. He wanted individual perfection and a new social order based on "Truth" & "Non-violence". Education trains an individual and makes him an ideal citizen who will help his nation. An individual learns so many things from surrounding, culture, society and so on and he progresses simultaneously society progresses because the individuals' growth is nothing but the growth of the society and nation.

6. *Ultimate Aim:-* Self-realization is the ultimate aim of life as well as of education. Through education everyone understands about themselves and get answer of the universal question who am I? It is the education which helps them to understand their existence and its purpose. It is the spiritual education which provides knowledge of God and self-realization. The individuals recognize their potentials or abilities and prove them as ideal citizens of their nation via education. It is the education which makes them familiar with spirituality and different religious and finally every individual realize what they are? This is the self-realization- the ultimate aim of education. In the words of Gandhiji- "true education should result not in material power but in spiritual force. It must strengthen man's faith in God and not awaken It." he further adds "Development of the whole-all were directed towards the realization of the ultimate reality-the merger of the finite being in to infinite."

Tyeps of Education:

After the Zakir Hussain's report of education Gandhiji initiated a concept of *Sarvoday Society.* Gandhiji has given six types of education under the Sarvoday society.

1. Basic Education

2. Buniyadi Talim

3. Nayi Talim

4. National Education

5. Wardha Shikshan/Education

6. Life Education

Basic tenets of Gandhian education

➢ Free primary education - Gandhiji advocated for free and compulsory education for all boys and girls between seven and fourteen years. A free primary universal education is to be imparted to all the children in the village.

➢ Vocational education - Being free from mere bookish knowledge, a student resort to manual work. Thus he put emphasis on vocational and functional education.

➢ Emphasis on morality - By education, Gandhiji meant the improvement of morality within a student. Without being bookish, a student should adopt certain moral ethical codes like truth, non-violence, charity which will illuminate the character of the student.

➢ Non-participation in politics - Gandhiji wanted to keep the students away from politics. He thought that politicians will utilize them and that will hamper the development of a student and his education will suffer a setback.

➢ Women education - Gandhiji was a protagonist of women education. He advocated that there should be no distinction in equality of status between men and women in society. Gandhiji emphasized the need of women education to improve the society.

Basic education

Gandhi's model of education was directed toward his alternative vision of the social order. Gandhi's basic education was, therefore, an embodiment of his perception of an ideal society consisting of small, self-reliant communities with his ideal citizen being an industrious, self-respecting and generous individual living in a small cooperative community.

Principles of Basic Education:

1. *Free and Compulsory Education:* - Gandhiji regarding basic education or Bunyadi Talim, has given his views that education is i.e. elementary education should be free of charge and all should get educated so that they can do minute calculations

of daily life expense, read and write. This is necessary because this will make a person live independently.

2. *Mother tongue as a medium of education:* - Gandhiji emphasized the mother tongue to be the medium of instruction. Mother tongue would enable the children to express themselves effectively and clearly. If a student/child learns through mother tongue then he can easily learn ethical and moral values and importance of national heritage. According to him if English is to be taught as medium of instruction then it hinders the development of understanding and clarity of thoughts/ideas.

3. *Craft centeredness:-* Learners should get exposure to learn skills and craft like knitting, weaving, agricultural activities, cooking which make them self-dependent because they will not only earn on their own but also develop three domains:-

- Physical Domain - by doing physical work like agriculture which will give good physical exercise.

- Psycho-motor Domain- by developing social skills- how to behave, how to work in groups; how to co-ordinate.

- Cognitive Domain- by developing thinking skill, analyzing, estimating- what would be the expense to prepare craft and how much material will be required.

   Gandhiji also suggested there should be any inferiority or superiority regarding work. We should do every work/everything with the thinking that those works are mine and they have value whether it is sweeping or working in an office.

4. *Self-sufficiency:-Bas\c* education should provide such training that one can realize that immediate aim- earning- after or during basic education. Earning for one's own self and satisfying one's needs.

5. *Co-related teaching:-* Gandhiji considered knowledge as a whole that is each and every subject interrelated. While doing craft work, it requires economical skills to buy material and to keep estimate how much it would require. It will also require mathematical skills to calculate the earnings and so on. As the subject should be taught which will lead to all-round development, students should develop love for subjects to learn them.

6. *Non-violence:-* One of the aims of basic education is to prepare ideal and responsible citizen who will develop virtues like non-violence so that they are not attracted by violence and other antisocial activities. If each would try to inculcate this value

then there will be peace and harmony among the citizen of India. There will not disagreement and it will good understanding with each other.

7. *Ideal citizen:-* Education makes man to think from broader and ideal perceptive therefore Gandhiji focused on preparing ideal citizens of the nation who are responsible and sensible to nation, duties and rights. Education of civics will give them civic sense- rights and duties to the nation, how government works and it exist. History will make them aware of golden days as well as of the bravery of the nation, heroes who fought for the freedom of India which will lift their nationalistic feeling.

Curriculum of Basic Education

Basic Craft.

(i)   Spinning and Weaving,

(ii)   Carpentry,

(iii)   Agriculture,

(iv)   Fruit and Flower Cultivation,

(v)   Leather work,

(vi)   Culturing Fish,

(vii) Pottery,

(viii) Any handicraft according to the local need,

(iv)   Home Science for girls.

2.   Mother tongue.

3.   Mathematics.

4.   Geography, History and Civics to be combined as Social Studies.

5.   Painting and Music.

6.   P.T., Drill and Sports etc.

7.   General Science comprising Physics Chemistry, Botany, Zoology, Hygiene and Nature Study etc.

8.   Hindi for that area in which it is not the mother tongue.

The role of a Teacher:

The teacher has higher responsibilities. He has to develop values among the learners. The teacher should follow morality. There should not be any dark patch on his character because he is role model for many students. Gandhiji says-"education of the heart could only be done through the living touch of the teacher." Education becomes effective and faithful only to the extent to which there is personal touch between the teacher and the taught. It will be very difficult to achieve character building in the absence of devotion to the teacher. He should have devotion to duty, to the students and to God. He is to play the role of a mother. An ideal teacher in Gandhiji's word is the "mother teacher." He says I used the word "mother teacher" because the teacher must really be a mother of children.

Merits of Basic Education

- The scheme is financially sound and acceptable in a poor country like India, where about half of the total illiterate people of the world reside. It is helpful for rapid expansion of elementary education with fewer burdens on public exchequer.

- It is also economically productive as it is based on the principle of work. Work occupies the central place in basic education. The system is production oriented and helps in the programme of national economic reconstruction.

- The system was able to remove class and caste distinction. It helps to bring social solidarity and national integration.

- It also removes the barriers between the educated and the non-educated, between manual work and intellectual work, between the rich and the poor and village and the town.

- Basic education is activity-centred education. The child is not a passive learner but an active participant in the learning process. It fosters learning by doing. Thus, instruction is not passive, and the child learns through a productive and useful craft.

- Basic education is child-centric. The child is the centre of activity. It primarily considered the constructive and creative instincts of children.

- Basic education is based on sound educational principle of correlation, where all educational activities are correlated to a basic craft. Correlation also takes place between physical environment, social environment and craft work.

- The system is based upon the cultural and social heritage of the land. As such, it

inculcates social and moral values in the minds of the students.

- It is truly an education for the whole man. It aims at a harmonious development of the body, mind and soul.

- Basic education system recognises the dignity of labour.

- It recognises the importance of mother-tongue as the medium of instruction at the elementary stage.

- It inculcates democratic values like co-operation, responsibility, fellow-feeling in the minds of the students, which are essential for proper functioning of a democratic social order.

Demerits or Causes of Failure of Basic Education

➤ The self supporting aspect of Basic Education received severe criticism in the academic circle. Teachers, social leaders and educational administrators had shown an indifferent attitude towards it. It was argued that the scheme turns a school into a centre of small scale industry. Moreover, teachers had to depend upon the earnings of the students. This had a demoralising effect on teacher-pupil relationship.

➤ Too much emphasis on craft had led the neglect of liberal education. Very often the craft is not properly selected from the point of view of education and social significance and teaching through craft had become just a slogan.

➤ Another criticism leveled against Basic Education was that a single craft can and should not be the basis of the entire educational process. It may not help in the development of liberal education and thus would create an imbalance in the educational system between vocational and intellectual education.

➤ The method of correlation as technique of instruction was not stressed and sincerely followed. Correlation is no doubt a sound principle of education but correlation of the subjects through craft may appear to be sometimes unusual and time consuming.

➤ Basic Education is often regarded as inferior type of education meant for the poor villagers. It has nothing to do with the urban people, who usually sent their children to modern type of schools. The general public had no confidence in basic schools because of the degraded social value accorded to it. Thus Basic education failed to become an integral part of our national system of education.

➤ Basic Education can in no way help in the progress of modern scientific and technological development of the society, which was the need of the day. Rapid

changes and modernisation of our society can only be possible through the application of modern science and technology in the fields and factories.

➢ Lack of finance and the absence of sound administrative policy were also responsible for the failure of Basic Education. Practically there was no coordination between the official and non-official agencies engaged in the organisation and development of Basic education.

➢ Teacher occupies the central position in Basic Education. Lack of adequate supply of efficient, trained and sincere teachers was one the most important cause for the failure of this scheme of education. Suitable orientation and training of teachers of basic schools was highly needed, which was rare. The majority of the teachers had no faith in this system.

It is quite justified to say that the fundamental principles of basic education are still valid and fruitful in the context of our present educational reform. They are relevant to be used as guiding principles of modern education. In fact, it needs to be reformed on modern lines then it may serve as one of the most interesting and fruitful techniques of instruction at elementary stage.

1.5.2 Rabindranath Tagore's Philosophy of Education

Rabindranath was a philosopher, poet, dramatist, teacher, essayist and painter of outstanding repute. His philosophy of life was based on the ideals of dedication, patriotism and naturalism. Although he was an ideal philosopher, but the thoughts of naturalism, pragmatism and individualism are also reflected in his philosophy. The values which contributed a lot towards enrichment of his life are discussed as follow:

(1) Idealist:

Tagore believes that man should realize the "ultimate truth" which will liberate him from the worldly bondage. Experience according to him is within the world of illusion (Maya). He thoughts the world is the place of both truth and illusion (Maya).

In Tagore's view man is born with enormous surplus force which is excess of his physical need. This surplus is the limitless potentiality of human personality and creativity. In this lies the infinite future of man. The surplus potentiality manifests itself in man's religious spiritual and moral activities. As an idealist he was an ardent supporter of truth, virtues and values. According to Tagore, "By art man can experience the wholeness of life. The fine arts were nothing but intellectual and spiritual discipline. He said Bhakti can spiritualize Kama.

(2) Humanist:

Tagore said nature and man are created by supreme power. There is a strong link between man and nature. So man should act naturally to feel the presence of superpower within him. Love fellowmen in a natural way. Realization of self is the essence to realize the Godhood.

(3) Naturalist:

Tagore said nature is the great teacher which is not hostile to man. Nature is kind, generous and benevolent like mother. In his view, "Education diverted from nature has brought untold harm to young children." Man should develop his relation with the nature as his fellowmen.

(4) Patriotism:

Tagore was a great poet and patriot. His writings were filled with patriotic values. He had joined in freedom movement to make the country free from foreign yoke. Sense of national service, patriotic feeling, dedication etc. was fostered through his writings. "Jana Gana Mana Adlii Nayak Jai Hai" is the famous National song which elicited a strong sense of integration.

(5) Internationalist:

Rabindranath Tagore was in favour of one world creation of unit amidst cultural, colour and religious diversities are the need of the time for peaceful co-existence in the globe. Forgetting selfishness one we should work to establish world culture based on love, affection fellow feeling and mutual understanding. Cosmopolitan feelings are explicit in his writings and paintings. Tagore's internationalist thought and attempt for making united world is appreciated all over the world.

(6) Vedantist:

Tagore's philosophy reveals that he was a Vedantist in true sense of terms. He had faith in one Supreme Being that is the Brahma. He finds unity in diversities in the world and a spiritual unity between man and man, man and nature. The relationship between god and man must be like the relationship between love and joy. He believes both the presence of God in all manifestation of matter and spirit.

Shantiniketan and Visva Bharati

Rabindranath Tagore established an educational institution in Bolepur, on December 22, 1901. It is Shantiniketan. This school had Ashram sanctity like the Gurukula of ancient India.

Visva-Bharati indicates a place of Universal knowledge and world culture. In 1951 the University raised to the status of Central University by an Act especially enacted in the Parliament.

Visva-Bharati is an ideal place of learning amidst homely natural and spiritual atmosphere. This University has several departments like Vidya-Bhawan or a School of research Siksha- Bhawan or a college of education, Cheena Bhawan school of Sino-lndian studies, Kala-Bhawan or a School of fine arts, Sangeet Bhawan or a School of music and dancing, Sri Niketan or an institution of rural construction.

Slipa-Bhawan or a School of Industries, Binoy Bhawan or a Teacher training college, Path Bhawan or a School etc. However many classes were held in open air, under the trees in the lap of nature.

Aims of Education

The aims of education as reflected in educational institution founded by Rabindranath Tagore in Shantiniketan are as follows:

(1) Self Realization:

Spiritualism is the essence of humanism; this concept has been reflected in Tagore's educational philosophy. Self-realization is an important aim of education. Manifestation of personality depends upon the self-realization and spiritual knowledge of individual.

(2) Intellectual Development:

Tagore also greatly emphasized the intellectual development of the child. By intellectual development he means development of imagination, creative free thinking, constant curiosity and alertness of the mind. Child should be free to adopt his own way learning which will lead to all round development.

(3) Physical Development:

Tagore's educational philosophy also aims at the physical development of the child. He gave much importance to sound and healthy physique. There were different kinds

of exercises. Yoga, games & sports prescribed in Santiniketan as an integral part of the education system.

(4) Love for humanity:

Tagore held that the entire universe is one family. Education can teach people to realize oneness of the globe. Education for international understanding and universal brotherhood is another important aim of his educational philosophy. The feeling of oneness can be developed through the concepts like fatherhood of God and brotherhood of man all creatures are equal on this earth.

(5) Establishment of relationship between man & God:

Man bears the diverse qualities and potentialities offered by God. These qualities are inborn and innate. The relationship between man and God is strong and permanent. However the dedication to spiritualism and sacredness will lead to the harmonious relationship with man, nature and God.

(6) Freedom:

Freedom is considered as an integral aspect of human development. Education is a man-making process, it explores the innate power exists within the man. It is not an imposition rather a liberal process which provides utmost freedom to the individual for his all-round development. He says, Education has leaning only when it is imparted through the path of freedom".

(7) Co-relation of Objects:

Co-relation exists with God, man and nature. A peaceful world is only possible when correlation between man and nature will be established.

(8) Mother tongue as the medium of Instruction:

Language is the true vehicle of self-expression. Man can freely express his thought in his mother-tongue. Tagore has emphasized mother tongue as the medium of instruction for the child's education.

(9) Moral and Spiritual Development:

Tagore emphasized moral and spiritual training in his educational thought. Moral and spiritual education is more important than bookish knowledge for an integral development of human personality. There must be an adequate provision for the development of selfless activities, co-operation and love fellow feeling and sharing among the students in educational institutions.

(10) Social Development:

According to Tagore, "Brahma" the supreme soul manifests himself through men and other creatures. Since He is the source of all human-beings and creatures, all are equal. Rabindranath Tagore therefore said, "service to man is service to god". All should develop social relationship and fellow-feeling from the beginnings of one's life. Education aims at developing the individual personality as well as social characters which enables him to live as a worthy being.

Curriculum Subjects:

Literature and Mother tongue, other Indian Languages and other foreign languages

Natural sciences such as Botany, Zoology, Mathematics, Physics, Chemistry, General science, Health education

Social Sciences like Geography, History, Civics, Economics, and Sociology

Arts, Music, Dance etc. Agriculture and Technical Subjects

Philosophy, Pscycology and Religion Games and Music, Dramatics, Dancing Gardening, Excursions, Drawing and Painting Sports, Social Service Actual living and Laboratory work Regional Study, Community Service

Method of Teaching

(1) Teaching through Tours and Trips:

Tagore believed that the subjects like history, geography, economics and other social sciences can be effectively taught through excursions and tours to important spots. By this students will get an opportunity to observe numerous facts and gain firsthand knowledge through direct experience.

(2) Learning by activities:

Rabindranath Tagore said that for the development of child's body and mind, learning through activity is essential. Therefore he included activities like climbing tree, drama, jumping, plucking fruits, dancing etc. in his educational programmes.

(3) Narration-cum-discussion and debate method:

Narration-cum-discussion and debating activities were organized Tagore's education centre to develop oratory abilities of the students. Students were encouraged to solve problems of various areas through rational debate and thorough discussion.

(4) Heuristic Method

Rabindranath Tagore introduced Heuristic method as an important method of teaching in his educational institution. In this method first, the students, are asked questions to clarify their doubts on topics and teachers try to satisfy them by their correct answers. Then the teacher asks the questions to students to evaluate how far the students are able to comprehend the topic discussed in the class.

Medium of Education

The medium of education discourse also became an important point pertaining to Tagore's idea. The use of English in education prevented assimilation of what was taught and made education confined only to urban areas and the upper classes rather than rural areas. Therefore, if the vast rural masses were to benefit, it was absolutely essential to switch over to the use of Bengali in the context of Bengal at all level of education. Tagore believed that without knowledge pattern of rural living and an effort by the school to revitalize rural life, academic learning would be incomplete. And this is the reason behind the establishment of his own university, popularly known as Visva Bharati.

He argued that to educate India's entire population and restoring the flow of culture from the educated classes to the rural population would not come about unless the mother-tongue was adopted as the medium of teaching.

Role of Teacher

➢ Tagore gave an important place to teachers and asked them to carry out the following activities -

➢ Believing in purity and in his/her own experiences, innocence of child, the teacher should behave with the pupil with great love, affection and sympathy.

➢ Instead of emphasizing on book learning, the teacher should provide conducive environment to the child so that he/she engages himself/herself in useful and constructive activities and learn by his/her own experiences.

➢ The teacher should always be busy with motivating the creative capacities of the children do that they remain busy with constructive activities and experiences.

Discipline in Tagore's view

Tagore was a lover of children and an advocate of free discipline. He wanted to provide the child an opportunity for the discovery of his innate potentialities in liberty. The education of the child should be carried on naturally in natural environment.

Conclusion

Rabindranath Tagore, a true philosopher developed an ideal experimental education institution in Santiniketan. Tagore was a great advocate of spiritual education and also stressed on harmonious development of the child with equal emphasis on mental, social and emotional growth. Tagore was the greatest prophet of modern Indian renaissance who sought to bring change through education.

1.5.3 Jiddu Krishnamurti's Educational Philosophy

Jiddu Krishnamurti (1895 - 1986): born on 11 May, 1895, at Madanapalle, a small village in South India, Jiddu Krishnamurti was brought to England by Annie Besant (President of the Theosophist Society) and educated by her. She proclaimed him the Messiah and set up an organization (The Order of the Star in the East) to promote his teaching. In 1929, after experiencing considerable doubts about the role allotted to him, Jiddu Krishnamurti disbanded the organisation saying:

Truth is a pathless land, and you cannot approach it by any path whatsoever, by any religion, by any sect. Truth, being limitless, unconditioned, unapproachable by any path whatsoever, cannot be organized; nor should any organisation be formed to lead or to coerce people along any particular path. (From The Krishnamurti Foundation Trust)

From then until his death in February 1986, he travelled round the world speaking as a private person, teaching - giving talks and having discussions.

Jiddu Krishnamurti is basically a philosopher who is also deeply concerned with education. To him, there is no difference between philosophy and education. The aims of both are same - to bring about a fundamental and instantaneous change in man and society by setting human mind absolutely and unconditionally free.

Krishnamurti as an Educational Philosopher

As a philosopher, Krishnamurti, it appears, has not engaged the attention of academia, in India or in the West. Possible reasons for the apathy of universities towards Krishnamurti's teachings could be their basically theoretical and intellectual orientation, or the uncritical celebration of thought that is characteristic of our times. But it can hardly be denied that Krishnamurti is essentially a philosopher of education. His teachings with their core concern of education make him that.

First, the educational issues raised by Krishnamurti—place of knowledge in education, freedom and discipline, learning from nature, role of sensory experience and observation,

comparison and competition—are of such abiding concern that they have been discussed by several educational thinkers in the past. The greatness of Krishnamurti lies in the fact that he dealt with them not as educational problems per se but in relation to their deeper philosophical implications.

Secondly, the educational concerns of Krishnamurti being at once topical and contemporaneous are capable of supplying the needed grist to the philosopher's mill. This intellectual activity, it appears, is presently confined to a rather limited circle. But the issues raised are anything but sectarian; they are the general concerns of each and every person with a stake in the education of their children and the well-being of society.

Apart from Krishnamurti's own writings, his teachings have begun to spawn publication of a variety of educational writings of a philosophical kind. These are in the form of reflections based on field experience and scholarly analyses of issues on various aspects of education, schooling, teaching and learning, emerging thus far mostly from the educational centres established by Krishnamurti himself.

In the final analysis, Krishnamurti stands out as an educational philosopher not so much for his 'pure' metaphysical beliefs, as for the veritable mine of precious insights he has left behind on schooling, teaching and learning. At a time when genuine educational values are being overrun by concerns of the market place, Krishnamurti's teachings today acquire an added relevance and urgency.

Right Education

Right education should enable children to perceive truth, to keep their minds empty. It should empty the student's mind of its fictitious content of ideas, beliefs, opinions, hopes, and regrets, fears which are, in fact, the manifestation of thought entering the realm of truth or freedom. Cultivating thought beyond a certain limit creates imbalance in life. Right education should not allow thought to dominate to whole of the mind and life. It may condition the mind with information to the extent necessary but it cannot neglect the vast field of one's being and life.

The Purpose of Education

Krishnamurti sees education not with the eyes of a reformer, as a means to serve this or that end, but as an intrinsic, self-fulfilling experience requiring no further justification. The function of education, he said, is "to bring about a mind that will not only act in the immediate but go beyond...a mind that is extraordinarily alive, not with knowledge, not with experience, but alive"."More important than making the child technologically

proficient is the creation of the right climate in the school for the child to

develop fully as a complete human being". This means giving him "the opportunity to flower in goodness, so that he is rightly related to people, things and ideas, to the whole of life" (On Education).

The physical nature of the places of education

Krishnamurti felt that the physical nature of educational centres was very important. He maintained that we are affected or informed by and therefore educated by far more than we suspect, and this is especially true of young impressionable minds. Three elements that Krishnamurti spoke of most concerning the physicality of educational centres -

1.) The aesthetics, which includes order,

2.) Special areas that Jiddu Krishnamurti felt should exist in the centres he founded, and by extension we can assume he would feel should exist in all schools, and

3.) The atmosphere he felt should prevail and which he usually spoke of as part of the physical nature of the centres, though one can argue that they are material only in a very special sense.

The participants in education

There are, generally speaking, two kinds of participants in educational centres: staff and students. Jiddu Krishnamurti felt that any adult that was regularly in one of the centres was a staff member (regardless of function) and because of their regular contact with at least the educational environment if not the students, then they were in the position of educators. Everyone, staff and students, had something religious about their natures just by virtue of being human, but they had something more than that by virtue of their being in education. Krishnamurti didn't speak of them as religious figures (such as priests or accolades) but one thing that distinguishes participants in education from participants in some other social organizations (i.e. police officers, nurses, bankers, etc.) is that people in education must have religiousness central to their overall intention and central to the nature of the life they lived on a daily basis. As this is equally necessary to both staff and students, there can be no real hierarchy between them. There are, of course, differences between staff and students in their responsibilities and experience; but in all that is most important in education the staff and students are really in the same boat. Staff members may know more about academic subjects, or gardening, or administration and therefore have a certain authority in those areas, but these are not

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the central concerns of education. In the central concerns of education, which is to do with inner liberation, both the students and the teachers are learners and therefore equal, and this is untouched by functional authority.

In thus helping the student towards freedom, the educator is changing his own values also; he too is beginning to be rid of the "me" and the "mine", he too is flowering in love and goodness. This process of mutual education creates an altogether different relationship between the teacher and the student. Jiddu Krishnamurti felt that the over-riding quality of an educator should be religiosity. Because he is devoted solely to the freedom and integration of the individual, the right kind of educator is deeply and truly religious. He does not belong to any sect, to any organized religion; is free of beliefs and rituals.

Insights into teaching and learning

In his words-

The Point of Education: Education is essentially the art of learning, not only from books, but from the whole movement of life-learning about the nature of the intellect, its dominance, its activities, its vast capacities and its destructive power; learning it not from a book but from the observation of the world about you-without theories, prejudices and values .

Principle of Method: If one really has something to say, the very saying of it creates its own style; but learning a style without inward experiencing can only lead to superficiality...Likewise, people who are experiencing, and therefore teaching, are the only real teachers, and they too will create their own technique.

Schooling without Competition and Comparison: When A is compared to B, who is clever, bright, assertive, that very comparison destroys A. This destruction takes the form of competition, of imitation and conformity to the patterns set by B. This breeds antagonism, jealousy, anxiety and even fear; and this becomes the condition in which A lives for the rest of his life, always measuring, always comparing psychologically and physically. Goodness cannot flower where there is any kind of competitiveness.

Learning through Observation: Learning is pure observation - observation which is not continuous and which then becomes memory, but observation from moment to moment - not only of the things outside you but also of that which is happening inwardly; to observe without the observer. Look not with your mind but with your eyes. Then you find out that the outside is the inside...that the observer is the observed.

Freedom and Order...\f you want to be free...you have to find out for yourself what it is to be orderly, what it is to be punctual, kind, generous, unafraid. The discovery of all that is discipline... Freedom is not from something or avoidance of constraint. It has no opposite; it is of itself, per se. Clarity of perception is freedom from the self. Flowering of goodness in all our relationship is possible only in.

Krishnamurti stands out as an educational philosopher not so much for his 'pure' metaphysical beliefs, as for the veritable mine of precious insights he has left behind on schooling, teaching and learning. At a time when genuine educational values are being overrun by concerns of the market place, Krishnamurti's teachings today acquire an added relevance and urgency.

1.5.4 Educational Philosophy of Sri Aurobindo

Sri Aurobindo Ghosh (18721950) was philosopher, poet, writer, nationalist and highly spiritual person. He contributed his intellect in various fields like philosophy, Indian culture, spirituality and education. He saw education as highly serious matter.

Aurobindo's Educational Philosophy

Aurobindo is one of the greatest educators whose educational philosophy swayed the masses of India as never before. He engaged himself for forty five years out of his seventy eight years in the practice of yoga and developed a philosophy of complete affirmation, affirming the reality of the world from the ultimate stand point and the meaningfulness of socio-political action from the spiritual stand point. He dedicated his life to make all men travel towards divine perfection and to express the power, the harmony, the beauty and joy of self-realization. According to Sri Aurobindo education means one that will offer the tools whereby one can live "for the divine, for the country, for one self and for others" and this must be the ideal in every school which calls itself national. The guiding principle of the philosophy of education of Sri Aurobindo was the awakening of man as a spiritual being. According to him neither education nor religion in the past had changed man. Now it is the time to give a total spiritual orientation to the whole education and the life of the nation.

Aurobindo's aims of education

- First aim of education is physical development of a child.

- Second aim is to rear all the senses of a child.

- Third aim is to train all mental field or state of a child.

- Forth aim is the development of moral values.

● The most important and prime aim of education is to develop all four level of one's conscience.

Curriculum according to Aurobindo

The Curriculum The essential principle of Sri Aurobindo's philosophy of education is freedom. Unity is never demanded at the cost of diversity. On the other hand, diversity creates a rich unity. Therefore, no rigid scheme of curriculum has been prescribed. The earliest permissible age for starting regular study according to Sri Aurobindo is seven or eight years. The proper medium for early education of the child is the mother tongue. The following criteria for planning curriculum are found in Sri Aurobindo's writings:

1. *Human nature:* The curriculum should aim at developing whatever is already given in seed form in the child. Education can only lead to the perfection of the instruments, which are already present in the students. Nothing can be taught or imposed from outside.

2. *Individual differences:* The curriculum should be planned according to individual difference. The mind has to be consulted in its own growth. The aim of the teacher is to help the growing soul in drawing out his best and to make it perfect for a noble use.

3. *From near to the far:* Another principle governing the planning of curriculum is to proceed from near to the far, from that which is to that which shall be.

4. *Modern and up-to-date:* Sri Aurobindo was a modern thinker with a love for modernity and up-to-date knowledge. Therefore, he prescribed that the education must be up-to-date in form and substance and modern in life and spirit.

5. Universal knowledge: The curriculum should include whatever is universally true. That is the basis of all scientific knowledge and philosophy.

6. *Successive teaching:* Sri Aurobindo disagrees with some educationists who wish to introduce every subject simultaneously to the child. He prescribes that the subjects should be taught successively.

7. *Co-curricular activities:* The school should provide not only academic but also co-curricular activities.

8. *Five-fold curriculum:* Integral education is psychic and the spiritual education. Therefore, the curriculum must be fivefold according to these five types of education

9. *Multisidedness:* Integral education is multisided. It aims at all-round growth. Therefore its curriculum involves music, poetry, art, painting and sculpture, besides

the academic subjects. These are necessary for the aesthetic development of the child.

10. *Provision for the genius:* The curriculum must provide for the genius. According to Sri Aurobindo, "What we call genius is part of the development of the human range of being and its achievements especially things of the mind and their will can carry us half way to the divine.

11. *Moral and religious education:* Curriculum for moral education should aim at refining the emotions and forming the proper habits and associations. Thus the aim of the curriculum according to Sri Aurobindo is the actualization of the potentialities of the students. The curriculum should not be fixed but flexible and evolutionary. A variety of choice and opportunities must be prescribed for maintaining the freedom of growth. The integral curriculum should find a due palace for every subject and every discipline.

Role of Teacher

➢ A true teacher removes the clouds of ignorance

➢ The role of teacher is to suggest, not to impose,

➢ Teacher is a "guide", not a "master". "Nothing can be taught".

➢ A teacher should be like torch-light.

Integral Education

Integral education is the vision of Sri Aurobindo who first put his views on this topic in various newspapers and magazines in between 1904-08. According to him, the pattern of education should be liberal enough and a student should have full freedom to choose whatever s/he likes. The main aim of Integral Education is that: a student will be guided by his/her psychic being. A teacher's duty is to inculcate this quality in the students mind. Examination system will not put any pressure on the students; depression never comes to a student's mind. And evaluation process will be in such a way to influence the students instead of being frustrated.

It imparts an integrated view of the universe to the learners and tries to bring about an all round harmonious balanced and integrated development of the learners. In the words of Sri Aurobindo, "there will be needed a yoga which shall be at once a yoga of integral knowledge, a yoga of integral will and it works, a yoga of integral love, adoration and devotion and a yoga of an integral perfection of the whole being and of all its parts and states and power and motions". When the number of integral men is increased evil will

disappear from ignorance, hatred, untouchability, slavery and exploitation, people will be in a position to live of justice, equality, freedom, peace, love and brotherhood. Thus integral education will be able to produce Supermen having virtues of a super human being. In devising a true and living education, according to Sri Aurobindo three things should be taken into account. They are the man, the individual in his commonness and his uniqueness, the nation or people and universal humanity. Sri Aurobindo conceived education as an instrument for the real working of the spirit in the mind and body of the individual and the nation. It is conceived as a process of organic growth, and the way in which various faculties could be developed and integrated is dependent upon each child's inclination, rhythm of progress and law of development, Swabhava (inherent disposition) and Swadharma (inner nature). Integral education is conceived to provide facilities for varieties of faculties, varieties of subjects and various combinations of pursuits of knowledge, power, harmony and skill in works. These faculties are so provided that they could be made use by each student and the teacher so that a natural process of harmonious development could be encouraged.

The word "integration" means a unity of parts into a whole in such a way that the parts themselves are blended and transformed into a new character. Sri Aurobindo was of the opinion that the education should meet the mental and spiritual needs of children and the demand of the country. He believed that the education of a human being should begin at birth and continue throughout his life. This education should help to bring down the best in every individual, by giving ample opportunities for the development of the child's interests and abilities. It should lead to the spiritual development of the child and should create dynamic citizens who are able to meet the needs of the complex modern life. This he called as an integral education. This has been explained by Sri Aurobindo's spiritual collaborator the Mother as, "Education to be complete must have five principal aspects relating to the five principal activities of human beings: the physical, the vital, the mental, the psychic and the spiritual. Usually these phases of education succeed each other in a chronological order following the growth of the individual. However, this does not mean that one should replace another but that all must continue, completing each other, till the end of life". Sri Aurobindo's scheme of education is integral in two senses. At first, it is integral in the sense of including all the aspects of the individual being, physical, vital, mental, psychic and spiritual. Secondly, it is integral in the sense of being an education not only for the evolution of the individual but also of the nation and finally of the humanity.

Physical Education (Tapasya of Beauty)

According to Sri Aurobindo beauty is the ideal physical life. The Mother therefore says, "You must hold within yourself the living ideal of beauty that is to be recognised". It is a Tapasya (yoga) of beauty. When grows, the liberation gradually takes place. Physical education should begin at birth and continue throughout the life of the individual. Sri Aurobindo's theory of education lays emphasis on physical and spiritual mastery. The physical education should provide the child with knowledge about the human body, its structure and functioning. The child should be taught to observe the functioning of all his body organs, so that he can control them and see that their functioning remains normal and harmonious. Mainly they have four important goals:

i.   To discipline and control the physical functions.

ii. Harmonious development of the body and physical movements.

iii. Rectification of defects and overcoming physical limitations.

iv. To awaken the body consciousness.

To achieve the first three aims one has to undertake physical exercises. To achieve the fourth goal one has to draw upon multiple faculties. Sri Aurobindo felt that spiritual discipline, service, bhakti and yoga as the essential of physical education. Asanas (physical exercise) pranayama (breathing techniques) were considered to be the most important to control the restlessness of the body and to achieve concentration. Emphasis on games and sports was given to renew physical and higher forms of energy and to develop tolerance, self-control, friendliness, self-mastery of ego. This scheme of physical education is not confined to classroom period. In "Ashram School" at Pondicherry a definite portion of the time table is allotted for physical education. Along with this, often minute period is allotted for concentration. Thus through this physical education programme attempts are made to express the inner consciousness.

Vital Education (Tapasya of Power)

Vital education emphasizes on observation of impulse, energies and desires of the vital being of the man. Of all the forms of education, vital education is considered to be the most important. Sri Aurobindo was of the opinion that the vital education of a child should begin as early as possible. Vital education has two principle aspects:

i.   The development and utilization of sense organs. The sense organs help an individual to receive knowledge. The senses like sight, hearing, smell, touch, taste and mind should be trained. Sri Aurobindo advises "that their training should be the first care of the teachers."

ii.   Vital education according to Sri Aurobindo is also a training of the aesthetic personality.

Awareness and control of the character would bring transformation. He should develop human habits like emotions and their associations. He is to develop observation and self-knowledge which will lead to concentration of vital energies. It is the first step.in the growth and self mastery of one's character.

Mental Education (Tapasya of knowledge)

For the education of the mental being emphasis is laid on mental silence and concentration. The Mother says "The mind has to be made silent and attentive in order to receive knowledge from above and manifest it." To silent the mind, one has to take the help of "classical yoga". By yoga one acquires mastery of the mind and reaches a region higher than the mind which we call knowledge. This "Tapasya"

of knowledge is the education of the mental being. This helps in the gradual liberation from ignorance. Mental education has three fold functions:

(i)   to gather old knowledge

(ii) to discover new knowledge

(iii) to develop the capacity to use and apply the knowledge acquired.

Through the application of the knowledge the student develops cognition, ideas, intelligence and mental perceptions. As a result of this, man himself becomes the source of knowledge. Describing the mental education the mother has laid down the following five phases:

i.   The development of the power of concentration, the capacity of attention.

ii.   Development of the capacities of expansion, wideness, complexity and richness.

iii. Organisation of ideas around a central idea or a higher ideal or a supremely luminous idea that will serve as a guide in life,

iv.   Thought control, rejection of undesirable thought so that one may, in the end, think only that on what one wants and when one wants,

v.   Development of mental silence and calm, to receive inspirations from the inner being.

Psychic Education (Tapasya of Love)

While the physical, vital and mental educations are the means to develop the personality,

the psychic education alone leads to the future evolution of man. This is the most important contribution of Sri Aurobindo to educational theory, psychic being is the psychological centre of man. The function of education is to enable man to become conscious of this psychological centre. Their consciousness is the key to an integral personality. Psychic education is to enable an individual to see his soul to grow in freedom according to its inner nature. Psychic education helps the individual to realize the true motive of his existence on the earth. It helps him to discover the purpose of his life and the end to which his life must go. It helps him to become conscious of a psychic presence embedded in the depths of his inner being. However, this requires great determination, a strong will power and great perseverance. In the words of the Mother "only one thing is absolutely indispensable: the will to discover and realize". This in fact is the field of occult and yoga.

Spiritual Education

The spiritual education requires the above steps as a prelude to its realization. It is only after one gets through the physical, vital, mental and psychic education; one realizes a certain transformation that one can enter into spiritual education. The aim of the spiritual education is to escape from all earthly manifestations and helps the individual to realize the presence of god. It involves an earthly escape from all earthly manifestations from the whole universe, to return to the absolute. The supra mental education will progress from above to downwards. It will not merely progressively develop human nature; it will transform nature itself, heightening the consciousness and bringing down the higher consciousness into the lower. According to Sri Aurobindo, the transformation when it is supra mental as a result of the descent of the super mind, the body life and mind of a man are also greatly transformed. The supra mental Education, he believes, will bring about ascent of the species, leading in the end to the appearance of a divine race upon the earth. Psychic and spiritual education together is also called "supra mental education", because it not only works on the consciousness of the individuals but also on the very substance of which they are built and on the environment in which they live.

Integral Education regards the child as a growing soul and helps him to bring out all that is best, most

powerful, most innate and living in his/her nature. It helps the child develop all facets of his/her personality and awaken his latent possibilities so that he/she acquires -

- a strong, supple, healthy, beautiful body
- a sensitive, emotionally refined, energetic personality

- a wide-ranging, lively intelligence and will

- the subtler spiritual qualities that unify and harmonize the being around his inmost Truth or Soul

The focus and emphasis in Integral Education (IE) is not just information and skills acquisition but also

self-development, triggered from within the child and supported and nourished by teachers and parents. Every experience becomes a learning tool for the child as he grows. IE helps him to integrate with his/her true self, his surroundings, his society, his country and humanity in other words, to become the complete being, the integrated being that he/she is meant to be.

According to Sri Aurobindo, true education as a process of self-development through physical education, vital education and mental education may be the goal of ordinary men. This process of self development if carried further leads to a total transformation. True education will establish life divine upon earth. True education will be an instrument for real working of the spirit in the mind and body of the individual and the nations. Thus understood, education would be an instrument for social change.

This is more important at the present juncture when most of the educationists are realizing the need for an educational system aiming at man making. The different types of education system discussed above should not begin successively but simultaneously. The focus should be all the time on the inner growth. As the educand advances he should be taught to identify his real self and to find out the law of his being. The principles and practices of this new type of education have been explained by Sri Aurobindo and the Mother in their different works.

1.6 Contemporary Indian Perspective

Introduction

Indian thinkers like Swami Vivekananda, Aurobindo, Dayananda, M.K.Gandhi, and Rabindranath Tagore followed the traditional Indian educational thought modifying and adjusting it to contemporary situations. Among the contemporary Indian philosophers of education Jawaharlal Nehru, M.N.Roy and Sarvepalli Radhakrishnan strike a different note giving importance to scientific temper, rationalism. Their ideas also must be given due importance in the scheme of Indian educational policy. These thinkers represent the spirit of contemporary Indian Philosophy of Education. In

contemporary Indian Philosophy of Education we find mostly the following trends, they are Revivalism, Rationalism, Humanism, Neo Vedanta, Integralism, Positivism, Nationalism, Cosmopolitanism, Eclecticism, Idealism, Realism and Pragmatism.

Objectives

After going through this sub-unit, you will be able to:

➤ Understand the nature of contemporary Philosophy of Education

➤ Describe the fundamental tenets of each school.

➤ Understand the educational thoughts of Jawaharlal Nehru, M.N.Roy and Sarvepalli Radhakrishnan

Revivalism

In 19th century, we find a sort of Revivalism in India. Everything that is old and traditional has some good and it should be revived. Revivalism is the trend which shows a reawakening, a reinterpretation in the light of the ancient wisdom. When Revivalism is also ready to accept new concepts and trends there is nothing wrong in it. Such revivalist attitude and spirit is found in the philosophies of Vivekananda, Dayananda, M.K.Gandhi, Sri Aurobindo, Rabindranath and Radhakrishnan. All these thinkers have basically accepted the ancient Indian ideal of education as that which liberates the human soul out of the bondage. Thus the aim of education is to set free the Educand from all shackles of bondage.

All of them wanted that contemporary Indian Education should follow the ancient Ideals, values and models of social relationships, curricula, and teacher taught relationship, methods of teaching etc., they also wanted the modern means of communication, Audio- Visual instruments should be used for more effective teaching. Thus Revivalism is for ancient noble values and the medium is modern means of teaching and communication.

Rationalism

Rationalism is a philosophy, which means it is a way of thinking and an approach to life. Rationalists believe that there is a plain, methodical, factual way to arrive at a conclusion. They deal with issues of truth and validity. There is only one Truth in life. All human beings are equal and can strive to be perfect. Everyone can improve themselves. They do not deny that God is powerful but they do not believe he is ALL powerful. Humans have control over their life. A person's goal in life was to improve themselves and make the world a better place.

The influence of western thinking upon contemporary Indian thinkers is more explicit in the trend towards rationalism. The importance of reason is accepted as valid source of knowledge by all modern thinkers.

Jawaharlal Nehru and M.N.Roy considered that only Rationalism is the best method in knowing things. Dayananda, Sri Aurobindo, Vivekananda, Rabindranath Tagore and Radhakrishnan follow the ancient tradition according to which while aims and ideals goals and values are intuited, the means are supplied by reason.

Neo-Vedanta

Neo-Vedanta is a modern interpretation of Vedanta, with a liberal attitude toward the Vedas. It reconciles dualism and non-dualism, and rejects the "universal illusionism" of Shankara, despite its reference for classical Advaita Vedanta.

Ramakrishna, Swami Vivekananda, M.K. Gandhi and Aurobindo have been labeled "Neo-Vedantists," a philosophy that rejects the Advaitins' claim that the world is illusory. Aurobindo, in his *The Life Divine,* declares that he has moved from Sankara's "universal illusionism" to his own "universal realism" defined as metaphysical realism in the European philosophical sense of the term.

M.K. Gandhi endorsed the Jain concept of Anekantavada, the notion that truth and reality are perceived differently from diverse points of view, and that no single point of view is the complete truth. This concept embraces the perspectives of both Vedanta which, according to Jainism, "recognizes substances but not process", and Buddhism, which "recognizes process but not substance". Jainism, on the other hand, pays equal attention to both substance *(dravya)* and process *(paryaya).*

Neo-Vedanta developed in the 19th century, in interaction with and response to colonialism. With the onset of the British rule, the colonialisation of India by the British, there also started a Hindu renaissance in the 19th century, which profoundly changed the understanding of Hinduism in both India and the west. Western orientalist searched for the "essence" of the Indian religions, discerning this in the Vedas and meanwhile creating the notion of "Hinduism" as a unified body of religious praxis and the popular picture of 'mystical India'.

Integralism

Contemporary philosophers of education, Sri Aurobindo, Vivekananda, Rabindranath, Gandhi and Dayananda depict an integral approach in philosophy. Aurobindo said "the work of philosophy is to arrange the data given by the various means of knowledge, excluding none and put them into a synthetic relation to one truth, the one supreme and

universal reality". These philosophers believe in a monistic, idealistic and integral philosophy. There is one spirit underlying matter, life and mind in the world. This spirit is the reality and man, nature and God are its triple manifestations. Radhakrishnan observes "It is the basis and backbone of our being, the universality that cannot be reduced to this or that formula".

Positivism

Positivism rejects any information that cannot be formally measured. It "limits knowledge to statements of observable fact based on sense perceptions and the investigation of objective reality". It is the teachers' job to make sure directions are clear and students understand what and how they will be learning. Through repetition and practice with different media, students are expected to have a clear understanding of the topic studied. Heavy focus is placed on testing students to ensure that all criteria have been met.

Positivist educationists Sri Aurobindo, Rabindranath, Vivekananda and Gandhi have realized the value of technical educational and the place of science in curriculum. They at the same time insisted that the education of science and technology must be supported by education in humanities, art morality and religion.

Nationalism

The spirit of nationalism was hovering in the Indian air when J. Krishnamurti was born in 1895. Slowly, it took hold in the consciousness of the people. By the turn of the new century, Britain had consolidated her hold over the Indian territories and had laid the foundations for a centralized state. All parts of British India were then bound into a single unit by a strong bureaucracy, a standing army, communication networks and a newly articulated educational system. Influential British historians argued that India was a British creation - without a common language and religion, that India was not and could not be a nation. According to John Stuart Mill, the roots of nationalism are nurtured by people who share a common identity in the form of historical memories, 'pride, humiliation, pleasure and regret', attached to common incidents of the past. India's past, he implied, would not provide any such cohesive ideology to command the loyalty of all the peoples of India.

For contemporary Indians, whose defining experience was of religion, language, family and caste, the new ideology presented a many-faceted challenge. Deeply influenced by the foreign presence, by the degradation of Indian society that they had learned to live with, men as different as Raja Ram Mohan Roy and Dayanand Saraswati evolved an idea of an Indian past to meet the British challenge. By the second decade of this

century, when the imperial government began introducing reforms that would eventually lead to representative democracy in India, a new dynamic had entered the situation. The search for a cohesive ideology gradually produced an identity attractive enough to inspire the majority of Indians to challenge alien rule. In forging a national Indian identity, the powerful force of religion began to dominate the vocabulary of politics. Gopal Krishna Gokhale, a moderate who was convinced that political freedom had to be won through the gradual education of the public, wrote of the complexities of the problem:

The number of men who conform a sound political judgment in the country is not large, but you can find a number of thinking men, filled with an honest but vague longing for the emancipation of the country, ready to follow any plausible leader, whom, in their heart of hearts, they believe to be wholly against the foreigner.

Cosmopolitanism

Cosmopolitanism is the main approach of the educational philosophies of Rabindranath Tagore, Jawaharlal Nehru and M.N.Roy, the founding of Viswabharathi by Rabindranath was mainly to fulfill his dream of universal India. Jawaharlal Nehru University represents the spirit of Nehru. M.N. Roy stood for cosmopolitanism and hoped to make his radical humanist movement a world movement. In a way Vivekananda Vedantist movement, Dayananda's Aryasamaj colleges, Sri Aurobindo's Aurovilli, Radhakrishnan's Internationalism represent the same universal spirit, though their approaches are different.

Eclecticism

Eclecticism has been derived from the verb root "elect". To elect means to choose and pick up. The good ideas, concept and principles from various schools of thought have been chosen, picked up and blended together to make a complete philosophy. Thus eclecticism is a philosophy of choice. Eclecticism is nothing but fusion of knowledge from all sources. It is a peculiar type of educational philosophy which combines all good ideas and principles from various philosophies. Eclecticism is a conceptual approach that does not hold rigidly to a single paradigm or set of assumptions, but instead draws upon multiple theories, styles, or ideas to gain complementary insights into a subject, or applies different theories in particular cases. It can sometimes seem inelegant or lacking in simplicity, and eclectics are sometimes criticized for lack of consistency in their thinking. It is, however, common in many fields of study.

It is the nature of man that he likes change. He wants new and novel ways in every field of work. The same is the case with learning process. Learners always like something

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new and exciting. This approach is broad and may include every kind of learning activity and saves learner from monotony. It is more appropriate for Pre School learning but not less beneficial in the class rooms. It is helpful in all kinds of skills in stimulating a creative environment and gives confidence to the learners. In this approach children discovers and instil good ways of learning. Above all this approach gives a chance to our common sense to mould and shape our method according to the circumstances and available materials of teaching aids.

The contemporary Indian philosophers of education have looked on human personality from an eclectic perspective to discover the inner nature of man, which is generally not given due importance in the present day social sciences. Contemporary Indian philosophers excluding Nehru and M.N.Roy emphasized the spiritual aspect of man as an integrating principle which alone can boost his future evolution. These thinkers also advocated a scheme of education which includes physical, moral and religious education which is in tune with the spirit of Indian culture. Sri Aurobindo, representing the spirit said "the aim and principles of a true education is not certainly to ignore modern truths and knowledge but to take our foundations on our belief, our mind and our own spirit". Thus we find, contemporary Indian philosophy of Education has been characterized by eclecticism. It is because of the fact that these thinkers had wide and deep knowledge of western science, art, literature and culture. Some of them spent many years studying in western educational institutions and they also had wide understanding of Indian culture and ethos. Their ideas are a happy blend of Indian values and western principles and concepts like Idealism, realism, nationalism, internationalism, individualism, socialism and myriad other ideas. These thinkers wanted to reconcile modern activities with renunciation. Thus in all branches of knowledge- like Metaphysics, epistemology, psychology, ethics, religion, education, social and political sciences they wanted a blend of the East and the West.

Realism

For the realist, the world is as it is, and the job of schools would be to teach students about the world. Goodness, for the realist, would be found in the laws of nature and the order of the physical world. Truth would be the simple correspondences of observation. The realist would favour a school dominated by subjects of the here-and-now world, such as math and science. Students would be taught

factual information for mastery. The teacher would impart knowledge of this reality to students or display such reality for observation and study. Classrooms would be highly ordered and disciplined, like nature, and the students would be passive participants in

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the study of things. Changes in school would be perceived as a natural evolution toward a perfection of order.

In contemporary Indian philosophy of education however one finds a meeting of the extremes of idealism and realism. This extreme may be found in the educational philosophy of Vivekananda, Dayananda, Sri Aurobindo, Rabindranath Tagore, Gandhi and Radhakrishnan. In their aims and ideals of education they were idealists, while their detailed plans of education were based upon realism and pragmatism.

Educational Thoughts of Jawaharlal Nehru

Jawaharlal Nehru was a prolific writer, a great visionary, a charismatic leader, a successful statesman and he wrote a number of books like 'The Discovery of India', 'Glimpses of World History', his autobiography, 'Towards Freedom' (1936) ran nine editions in the first year alone.

Jawaharlal Nehru was a passionate advocate of education for India's children and youth, believing it essential for India's future progress. His government oversaw the establishment of many institutions of higher learning, including the All India Institute of Medical Sciences, the Indian Institutes of Technology, the Indian Institutes of Management and the National Institutes of Technology. Nehru also outlined a commitment in his five-year plans to guarantee free and compulsory primary education to all of India's children. For this purpose, Nehru oversaw the creation of mass village enrollment programmes and the construction of thousands of schools. Nehru also launched initiatives such as the provision of free rnilk and meals to children in order to fight malnutrition. Adult education centres, vocational and technical schools were also organized for adults, especially in the rural areas.

A system of reservations in government services and educational institutions was created to eradicate the social inequalities and disadvantages faced by peoples of the scheduled castes and scheduled tribes. Nehru also championed secularism and religious harmony, increasing the representation of minorities in government.

Nehru's views on the aims of education bear resemblance to Tagore's ideas, because both of them are firm internationalists and humanists. In his address to the students of Allahabad University he said "a university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search for truth". Nehru too like other contemporary thinkers, stressed the spiritual aspect of social development, He said "without that spiritual element, probably the disintegration of society will proceed in spite of all material advance". Nehru was basically a socialist in his ideas. He says,

"When we consider the whole subject of Education, we have to think in terms of the state and the society we are aiming at; We have to train our people to that end; we have to decide what our citizens should be like

and what their occupations should be.....We have to produce harmony and equilibrium in their private

and social and public life". Nehru liked the Russian approach and aims of education and its social concerns. He says, "The object aimed at is to produce a desire to serve the community as a whole and to apply the Knowledge gained not only for personal but for public welfare".

Jawaharlal Nehru's farsighted vision and admirable leadership is responsible for developing modern science in our country. He played a major role in establishing a modern scientific and technological infrastructure and strove to promote scientific temper.

Pandit Nehru laid the brick and mortar of science in newly independent India. Nehru's enormous contributions to the establishment of the NTs, of the large network of research laboratories of the CSIR and DRDO and of the atomic energy establishment are all well known. To accomplish his dream of making these institutions world class centres of research and learning, Pandit Nehru invited and encouraged a number of renowned scientists and academicians like Horn! Bhaba, J.B.S. Haldane, Sir C.V. Raman, Satish Dhavan, Nalini Ranjan Sarkar, J.C. Ghosh, Humayun Kabir and many others. It was Nehru's sustained and spontaneous political support that translated the idea into a reality. Over 45 Central laboratories in different fields of science were launched during his time. He was also responsible for initiating the first steps to launch India into the electronics and space era.

But more than the brick and mortar—the hardware or establishment of physical facilities as it were— Nehru was preoccupied with what he at different times called the "scientific method", the "scientific approach", the "scientific outlook" and the "scientific temper"— the soft-ware. Inaugurating the 34th session of the Indian Science Congress, which met in Delhi in January 1947, Pandit Nehru expressed the hope that as "India was on the verge of independence and science in India too was coming of age, it would try to solve the problems of new India by rapid planned development in all sectors and try to make her more and more scientific minded".

He said: "Science was not merely an individual's search for truth; it was something infinitely more than that if it worked for the community." He explained: "For a hungry man or hungry woman, truth has little meaning. He wants food. For a hungry man God has no meaning. And India is starving and to talk of truth and God and many of the

finer things is mockery. We have to find food for them, clothing, housing, education and health are absolute necessities that every person should possess. When we have done that we can philosophise and think of God. So, science must think in those terms and work along those lines on the wider scale of coordinated planning."

To Nehru, scientific temper was something to be inculcated in society at large. Pandit Nehru believed that with the spread of education and with economic development itself, the values which animate scientific temper would get embedded in our lives.

Educational Thoughts of M.N Roy

M.N. Roy, one of the eminent thinkers of modern India, has propounded a philosophy, which is distinct from other traditional schools of Indian thought. He called it as Radical Humanism. Radical Humanism is neither materialism, nor idealism, but a scientific philosophy, insisting upon the freedom of the individual. According to M.N. Roy, the function of philosophy "is to explain existence as a whole". M.N Roy considered that science and philosophy have different functions. Roy said "The function of Science is to describe and that of philosophy is to explain. Therefore, philosophy is called the science of sciences". Thus Philosophy, according to Roy, should be based upon scientific foundation. According to him "Modern Scientific Philosophy is decidedly opposed to any dualist doctrine". He said "Mysticism results from ignorance". He is against all types of Mysticism, whether it is metaphysical, logical or spiritual. He considers that general laws of science have philosophical validity. Science gradually explains philosophical problems. Scientific knowledge is the outcome of application of scientific method. This method utilizes experience and reason. He also considered that both being and becoming are important and says "Becoming is the essence of being".

The world according to Roy is dynamic. Therefore it is becoming change and evolution. Criticizing absolute idealism, Roy said, Absolute idealism is a double - edged sword. It throws matter out of the front-door, only to let it by the back-door.

According to first Rule of Radical Humanism "Man is the archetype of society, cooperative social relationships contribute to-develop individual potentialities. But the development of the individual is the measure of social progress". Explaining social progress, Roy laid down the second principle. "Quest for freedom and search for truth constitute the basic urge of human progress". Making liberty of Man the basic search in progress, Roy said "The purpose of all rational human Endeavour, individual as well as collective, is attainment of freedom, in ever increasing measure. Man has a peculiar trait called Rationality. Man can make the world better with the help of his rationality and science. Real revolution requires full freedom of the individual. The quest for

freedom distinguishes man from animal. Truth is a matter of human experience. According to Roy "the search for truth, therefore, is intimately associated with the quest of freedom as the essence of human nature". This is the fundamental principle in the educational philosophy of M.N. Roy. According to the third principle of radical humanism the only purpose of the collectivity and the state is the liberty of the individual, according to radical humanist ethics, The Man's freedom is the highest moral standard.

Means of Education- Manabendra Nath Roy in his work 'politics, power and parties, elaborated his educational thought. Like Plato, he insists that no ideal republic can be established in the absence of educated persons. Unless People are able to distinguish between right and wrong no good society can be established. According to Roy it is scientific Knowledge that every human being possesses reason and Rational thought, a characteristic of intelligence a trait of human nature. Therefore what is required is to encourage reason in man. This is possible only through education. According to Roy those who want to put democracy in practice should feel that democracy is impossible without education. Manabendra is against compulsory Primary Education. Any compulsion is against liberty. An education which seeks to maintain status quo is not suitable for making the community conscious of its inherent powers. Education should help man and women to think rationally and to decide themselves about the problems to be solved. Roy lamented that no government provides such an education. The state governed education teaches the masses to sing songs of patriotism to salute the National Flag.

Types of Education: Roy says that there are important types of education. They are-
(1) Education of citizenship.

(2) Political education.

(3) Education of freedoms

(4) Education for different sections of society in brief.

Education of Citizenship- Roy considered education, as the foundation for democracy. It is only through education, rational individuals can be created. Once the process of education is started, other steps may be taken, for the establishment of democratic structure. He considered that the education of citizens and the gradual building up of a political organization from below is the only guarantee against the dangers of party system. Roy considered that scientific education will make people self dependent, rational and distinctive, and they cannot be misled by any self interested groups or parties. He thought a good education will give faith to a new institutional organization, which will be a guarantee against exploitation by an individual or a group of individuals.

Political Education-The expansion of education will make the citizen oppose are sorts of exploitation by an individual or a group. In the present situation victory in elections does not mean that the winning party is liked by the people. It also may mean that the candidate of the winning party has money, to spend or muscle power to coax the voters. Educated voters, once they realize that a particular candidate is more after his self interest than the community welfare, will not get him elected again-thus the humanist political system gives importance to education of the citizens.

Education of Freedom- According to M.N Roy, so long as the moral and cultural level of the people does not rise, the aim of education is not realized. The education provided in so called parliamentary democracies is not the education of freedom, but an education of slavery. These states provide compulsory fee primary education to create citizens supporting the state and not free individuals. According to new humanism, it is not in the interest of the government or the state to curb the citizen's freedom to grow their capacities, because ultimately a welfare state aims at making its citizens more and freer. The aim of education is not merely to provide three R' s but to create among the people a consciousness towards humanity, consciousness towards its right to be human beings and consciousness of its excellence and dignity. The purpose of education is to help them in utilizing their reason in this type of thinking. It is only such an education may create true democracies, in the world, thus strengthening freedom. But, he, feels, such education can be provided by the enlightened and free individuals and institutions and not by the state owned-educational institutions.

Education for different Sections of Society- Roy feels that in the modern political and administrative structures there is no Freedom for the individual. Social Justice and equity requires that all individuals must be free and equal. Roy thinks man political democracy is not sufficient. There should be economic and social democracy, which are also equally important and necessary. This democratization of intuitions social, political and economic is possible only through proper education, which gives importance to these values. Such education should be universally available accessible and affordable to all sections of society. Roy condemns the ancient Indian distinction between male and female, Brahmin and Sudra regarding the facility of education. He condemns all types of distinctions between different sections of society based upon political, economic or social considerations. Roy thinks that the aims and ideas of education can be achieved only by realization of human values and the establishment of a humanist society. The sole aim of the state is to help in the achievement of this aim. Therefore, the state must arrange for the education of different sections of society. Along with most of his

contemporary, Indian philosophers of education Roy raised his voice against this inequality.

Radical Humanism conveys that real education makes human being free. The new society of free individuals will not be limited to space and time. It will be realized only when it is realized everywhere. Thus a real social revolution will be a world revolution leading to a new humane, rational, and social order and for such a transformation education is the means.

Educational Thoughts of Sarvepalli Radhakrishnan

Dr. Sarvepalli Radhakrishnan was a great Indian philosopher, a renowned diplomat and a teacher. He was the first Vice President of India and the second President of India. As a tribute to this great teacher his birthday 5th September is commemorated as Teachers Day throughout the country. When his students requested him to allow them to celebrate his birthday, he asked them to celebrate the day as Teachers Day, honoring the contribution of the teachers towards the community. His respect for the teaching profession and his contribution towards the Indian education system is memorable across the country.

The educational thoughts of Dr. Radhakrishnan are not merely idealistic but also very much Pragmatic.

Dr. Radhakrishnan is an Idealistic philosopher but his educational thoughts are influenced by the Pragmatic philosophy also. Dr. Radhakrishnan defines education as the instrument for social, economic and cultural change.

He suggested Yoga, Religion, Morality, Geography, General Science, Agriculture, Political Science, Ethics, Literature, Philosophy, Poetry, Art, Mathematics must be taught.

He wanted that student should corne closer to their teachers. It should provide adequate opportunities to the students for conversation, debate, discussion and exchange of opinions and thoughts with their teachers.

According to him intuition is the source of knowledge, Self knowledge is the source of knowledge, and Reasoning is source of knowledge. Method of teaching cannot be lecture, cannot be demonstration. It can be question-answer and discussion.

He stresses that the students should be trained to approach life's problems with fortitude, self-control and a sense of balance which the new conditions demand. He believed in discipline that only would lead to self-realization.

He said "A teacher who has attained the goal may help the aspiring soul. Truth was not only to be demonstrated but also communicated. It is relatively easy to demonstrate, a trust but it can be communicated only by one who has thought, willed and felt the truth. Only a teacher can give it with his concrete quality. He that has must be a proper teacher who embodies truth & tradition, only those who have the flame in then can stir the fire in others".

His aims of education are-

1. **Humanism in Education -** No nation in this world can hold its place of primacy in perpetuity. What counts is the moral contribution we make to human welfare No education can be regarded as complete if it neglects the heart and the spirit.

2. **Education for scientific sprit -** Science is to be used for productive work. We should develop spirit for inquiry and dedication in the pursuit of science and scholarship.

3. **Education for democracy -** Education must be develop democratic attitude. Educational institutions should train people for freedom, unity, and not localism, for democracy, not for dictatorship.

4. **Education and Spiritual values** - Education is the means by which we can tide up our minds, acquire information, as well as a sense of values. A true democracy is a community of citizens differing from one another but all bound to a common goal.

5. **Education and Human value -** There is a great deal of intellectual and technical skill but the ethical and spiritual vitality is at low ebb. Man's completeness results from the pursuit of truth and its application to improve human life, the influence of what is beautiful in nature, man and art, and spiritual development and its embodiment in ethical principles.

6. **The spirit of enquiry -** We should develop the spirit of enquiry & dedication to the pursuit of science & scholarship.

He said -Women are human-beings and have as much right to full development as men have. In regard to opportunities for intellectual and spiritual development, we should not emphasize the sex of women even as we do no emphasize sex of men. In all human beings, irrespective of their sex, the same drama of the flesh and the spirit, of finitude and transcendence takes place. He stressed the following methods of teaching such as:

> Observation

> Experiments

> Discussion

> Learning by meditation

> Text book method

> Seminar

> Tutorial system: Radhakrishnan introduced a tutorial system in Universities under his administration. This system brings teacher and taught closer to understand each other. The relationship of nature and society.

The Relevance of Dr. Sarvepalli Radhakrishnan's educational thoughts in Today's India:

Dr. Radhakrishnan's contribution to education has been exclusive and exceptional. He has made a solid and splendid contribution to the modern India and world. The present education in India suffers from the crisis in character and loss of moral values. In this regard, Radhakrishnan educational thought is very pertinent in order to develop character and moral values. The report of the University Education Commission under Radhakrishnan's Chairmanship was, perhaps, his greatest contribution to education in free India. It covered a wide range of subjects, like falling academic standards, status and salaries of teachers, de-linking of jobs from degrees, religious education, medium of instruction, reservation of seats for the backward, among other things. Radhakrishnan educational thoughts are the combination of idealistic, realistic, humanistic, and existentialistic philosophy. It will fulfill the modern aim of education i.e., all-round development of child. Dr. Sarvepalli Radhakrishnan strongly advocated for free and compulsory education for all the children of the country irrespective of caste, creed, gender and socio-economic status. All Committees and Commissions in India have accepted this educational ideal in the country. Radhakrishnan supported the idea of equal rights and opportunity for both men and women in the field of education. India is a multi-racial, multi-lingual, multi-political and multi-cultural country which stands in Unity in Diversity. So he anticipated dynamic models of education in this milieu. It will help in solving various problems arise in recent time. India being a developing country has made progress in many areas like agriculture, industry, transport, sciences and technology including the technology for space travel. The logical and inevitable requirement for the country's progress therefore, is that no child whether poorest or lowliest should be deprived of the opportunities of proper education. Radhakrishnan advocated for inclusive education with special emphasis on changing the fates of women

and the deprived sections of society through education. The ideology of Radhakrishnan about the education for democracy is very germane. Radhakrishnan's thought of Self-development, Man making, Self- expression respectively are the three important educational attempts for individual and national development. The educational thoughts of Dr. Radhakrishnan throw immense values in modern times. Dr. Radhakrishnan opined that only the right kind of education could solve many problems of the society and the country. Dr. Radhakrishnan's thoughts have unquestionably brought out deep cognitive significance of the intuitional process and relevance in modern thought, both in India and the West. The universities must focus on teaching democratic principles like liberty fraternity, equality and social justice, and explained in detail as to how understanding on each of these principles impact society. He argued against the demarcation of universities on lines of discipline streams as any education is incomplete without the knowledge of all the three streams (1) Science and Technology (2) Social studies including History (3) Humanities including language and literature, fine arts, ethics, philosophy and religion. Modern age is the age of science and technology. Students are very much interested to use it in various spheres of life. As a result the human qualities day by day discouraged. Without development of human qualities in children, education is meaningless. Radhakrishnan was of the opinion that, science helps us to build up our outer life, but another discipline is necessary to strengthen and refine the living spirit. Though we have made enormous progress in knowledge and scientific inventions, we are not above the level of past generations in ethical and spiritual life. Radhakrishnan emphasized spiritual education in India. Education in India should aim at fostering spiritual values, faith in God, good manners, honesty and fellow-feeling. This has great relevance for modern times particularly in this age of science and technology .Radhakrishnan laid emphasis on the development of vocational efficiency in the students. He suggested for introduction of agriculture as a subject in rural schools, opening of agriculture colleges and Rural Universities in the rural areas. Like Gandhi, he opined for vocational education along with general education. The present education system is unable to develop new enterprises and employment for the youth. In this context, Radhakrishnan's thought on vocational education is quite relevant and useful. According to Radhakrishnan national integration is an important aim of education. It is also one of the basic needs of India. Religious education, mass education programmes like social services, community living, and study of social services were emphasized for the development of nationalism. Radhakrishnan considered International Understanding as an important objective of education. He advocated for the creation of new world order, growth of world community and world citizenship. He emphasized education as a means for creating International understanding and mutual cohesion among the people

across the border. It is essential to fight against various problems like terrorism, environmental pollution, poverty, unemployment and diseases from the world. He viewed that culture is international and science is cosmopolitan. He also viewed that education as an important means of creating a sense of fellow-feeling, cohesion and attitude of sharing among the students. In this regard, his recommendations are quite praiseworthy and noteworthy. Radhakrishnan's educational thought on teacher and student relationship is very significant. He believed that education is possible through close and cordial teacher-taught relationship. Without which no education is possible. Education for high ideals of life with good teacher- taught relationship like that of ancient order can be a panacea for many social ills, evils, troubles and diseases. In the present scientific and practice oriented society, people demand that education should be child centered, activity oriented, job oriented, life centered and community based. All these views are supported by Radhakrishnan. Methods of teaching like Observation, Experiments, Discussion, Learning by meditation, Text book method, Seminar, Tutorial system, The relationship of nature and society, Real and Living examples, Imitation method, Yoga and Meditation, Internal knowledge for experience in different subjects, Intuition, Question-answer and Discussion, closer to society and nature and creative methods etc. are quite useful for Indian educational institutions. India is a democratic country. Education is a powerful factor of democracy. The success of democracy very much depends upon education. It is a country of the people, for the people and by the people. In India multi parties play a vital role. Now-a-days we see the political parties in India are working for their own benefits not for all human beings. Narrow politics hampers the development of the nation. In this backdrop, Radhakrishnan's ideas on democracy and politics are very much significant. He wanted to establish a classless society where there is no exploitation, ill-feeling, corruption, inequality etc. Politics is a branch of ethics. It should promote human welfare and happiness. Radhakrishnan could advocate only democracy, though it is on ideal to him. The success of democracy depends upon its leaders, the representatives who should be integrated personalities. He wishes for world democracy. It is exclusively depend upon education.

1.7 ''Check your Progress''

1. Who have been labeled "Neo-Vedantists"?

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2. What do you mean by Eclecticism?

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3. Write two methods of teaching according to Radhakrishnan.

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4. What are M.N Roy's types of education?

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1.8 Let Us Sum Up

➢ In contemporary Indian Philosophy of Education we find mostly the following trends, they are Revivalism, Rationalism, Humanism, Neo Vedanta, Integralism, Positivism, Nationalism, Cosmopolitanism, Eclecticism, Idealism, Realism and Pragmatism and thinkers like J. N Nehru, M. N Roy, S. Radhakrishnan.

➢ Revivalism is the trend which shows a reawakening, a reinterpretation in the light of the ancient wisdom. When Revivalism is also ready to accept new concepts and trends there is nothing wrong in it. Such revivalist attitude and spirit is found in the philosophies of Vivekananda, Dayananda, M.K.Gandhi, Sri Aurobindo, Rabindranath and Radhakrishnan.

➢ Rationalism is a philosophy, which means it is a way of thinking and an approach

to life. Rationalists believe that there is a plain, methodical, factual way to arrive at a conclusion. The influence of western thinking upon contemporary Indian thinkers is more explicit in the trend towards rationalism. The importance of reason is accepted as valid source of knowledge by all modern thinkers. Jawaharlal Nehru and M.N.Roy considered that only Rationalism is the best method in knowing things. Dayananda, Sri Aurobindo, Vivekananda, Rabindranath Tagore and Radhakrishnan follow the ancient tradition according to which while aims and ideals goals and values are intuited, the means are supplied by reason.

➢ Neo-Vedanta is a modern interpretation of Vedanta, with a liberal attitude toward the Vedas. It reconciles dualism and non-dualism, and rejects the "universal illusionism" of Shankara, despite its reference for classical Advaita Vedanta. Ramakrishna, Swami Vivekananda, M.K. Gandhi and Aurobindo have been labeled "Neo-Vedantists.

➢ Contemporary philosophers of education, Sri Aurobindo, Vivekananda, Rabindranath, Gandhi and Dayananda depict an integral approach in philosophy.

➢ Positivism rejects any information that cannot be formally measured. It "limits knowledge to statements of observable fact based on sense perceptions and the investigation of objective reality". Positivist educationists Sri Aurobindo, Rabindranath, Vivekananda and Gandhi have realized the value of technical educational and the place of science in curriculum.

➢ The spirit of nationalism was hovering in the Indian air when J. Krishnamurti was born in 1895. Slowly, it took hold in the consciousness of the people.

➢ Cosmopolitanism is the main approach of the educational philosophies of Rabindranath Tagore, Jawaharlai Nehru and M.N.Roy, the founding of Viswabharathi by Rabindranath was mainly to fulfill his dream of universal India.

➢ The contemporary Indian philosophers of education have looked on human personality from an eclectic perspective to discover the inner nature of man, which is generally not given due importance in the present day social sciences.

➢ In contemporary Indian philosophy of education however one finds a meeting of the extremes of idealism and realism. This extreme may be found in the educational philosophy of Vivekananda, Dayananda, Sri Aurobindo, Rabindranath Tagore, Gandhi and Radhakrishnan. In their aims and ideals of education they were idealists, while their detailed plans of education were based upon realism and pragmatism. Jawaharla! Nehru was a prolific writer, a great visionary, a

charismatic leader, a successful statesman. Jawaharlal Nehru was a passionate advocate of education for India's children and youth, believing it essential for India's future progress. Jawaharlal Nehru's farsighted vision and admirable leadership is responsible for developing modern science in our country. He played a major role in establishing a modern scientific and technological infrastructure and strove to promote scientific temper.

➢ M.N. Roy, one of the eminent thinkers of modern India, has propounded a philosophy, which is distinct from other traditional schools of Indian thought. He called it as Radical Humanism. Radical Humanism is neither materialism, nor idealism, but a scientific philosophy, insisting upon the freedom of the individual.

➢ Dr. Sarvepalli Radhakrishnan was a great Indian philosopher, a renowned diplomat and a teacher His respect for the teaching profession and his contribution towards the Indian education system is memorable across the country. The educational thoughts of Dr. Radhakrishnan are not merely idealistic but also very much pragmatic. Dr. Radhakrishnan is an Idealistic philosopher but his educational thoughts are influenced by the Pragmatic philosophy also. Dr. Radhakrishnan defines education as the instrument for social, economic and cultural change.

1.9 Answers to ''Check your Progress''

1. Ramakrishna, Swami Vivekananda, M.K. Gandhi and Aurobindo have been labeled "Neo-Vedantists.

2. Eclecticism is nothing but fusion of knowledge from all sources. It is a peculiar type of educational philosophy which combines all good ideas and principles from various philosophies.

3. Two methods of teaching according to Radhakrishnan are -

➢ Observation

➢ Experiments

4. M. N Roy's types of education are -

(1) Education of citizenship.

(2) Political education.

(3) Education of freedoms

(4) Education for different sections of society in brief.

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1.10 Unit End Exercises

1. Write the salient features of Rationalist Philosophy of Education.

2. Explain briefly the educational ideas of Radhakrishnan.

3. Explain the concept of Integral Education.

4. Write important features of Revivalism.

1.11 References

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Unit - 2 ❑ Understanding Diversity

2.1 ❑ Concept of Diversity

Structure

2.1.1 Introduction

We live in a world which is plural in its manifestation. In every field and in every place find just diverse ways that people lead their life. The plants, the animals and the human all have their varieties. As if the unseen factor of nature tells that the only singular thing of his world is plurality. Things have been such because to help each other in their existential process. Plants and animals do understand this law of universe though they have lessor existential capacity. But man, being the supreme entity, fails to decipher it. Insteac celebrating diversity, s/he now puts a question mark on it.

In this unit you will know different types of human diversities and how they contribute man's wellbeing. Our discussion of diversity would include only of human diversity establishing Disability as an important element of diversity.

2.1.2 objectives

After going through the unit content, you would be able to:

- Know the concept of diversity
- Understand different dimensions of diversity

- Conceptualize diversity consciousness and diversity education

- develop a holistic view on diversity

2.1.3. Concept of Diversity

Diversity refers to *all* of the ways in which people are different. It means understanding the uniqueness of each individual, and recognizing individual difference as a part of the social system. It encompasses acceptance of and respect to differences which are genuine to humanity. The difference can be in the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. Diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of variety contained within each individual. Wellner (2000) conceptualized diversity as representing a multitude of individual differences and similarities that exist among people. Diversity can encompass many different human characteristics such as race, age, creed, national origin, religion, ethnicity, sexual orientation.

"Diversity" is more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.

- Practicing mutual respect for qualities and experiences that are different from our own.

- Understanding that diversity includes not only ways of being but also ways of knowing;

- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;

- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. Some common areas of diversity include age, ethnicity, class, gender, physical abilities/qualities, race, and sexual orientation. Besides religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences are widely accepted as issues of diversity. Finally, we acknowledge that categories of difference are not always

fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

2.1.4 Dimensions of Diversity

Gardenswartz & Rowe (1994) described diversity as being like an onion, possessing layers that once peeled away reveals the core. According to Gardenswartz & Rowe (1994) the four layers of diversity are organizational dimensions, external dimensions, internal dimensions, and personality.

The organizational dimensions represents the outer most layer and consists of characters such as management status, union affiliation, work location, seniority, divisional department, work content/field, and functional level classification. The characteristics of diversity associated with this layer are items under the control of the organization in which one works. The people can influence this layer in a limited capacity, because control rests with the organization in which a person works.

The external dimension represents those characteristics that deal with the life choices of an individual. The individual exercises a higher level of control over these characteristic than in the organization dimension. The characteristics in this layer are personal habits, recreational habits, religion, educational background, work experience, appearance, status, marital status, geographic location, and income. Meanwhile, the layer where an individual exercises the least amount of control is the internal dimensions.

In the internal dimension of diversity an individual has no control over these characteristics. These characteristics are assigned at birth, such as age, race, ethnicity, gender, and physical ability. Often these characteristics are the sources of prejudice and discrimination.

At the core of the Four Layers of Diversity Model is personality. Personality is described as traits and stable characteristics of an individual that are viewed as determining particular consistencies in the manner in which that person behaves in any given situation and over time (Winstanley, 2006). The personality of an individual is influenced by the other three levels of the model. The other layers help shape the individual's perception, disposition and actions, as the individual interacts with the world around them.

Recently, in the field of special education, another kind of diversity is gaining its colour. It is neuro-diversity. The term, which was coined by Australian autism-activist Judy Singer and American journalist Harvey Blume in the late 1990s, suggests that what we've called in the past "disabilities" ought to be described instead as "differences" or "diversities." Proponents of neuro-diversity encourage us to apply the same attitudes

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that we have about biodiversity and cultural diversity to an understanding of how different brains are wired. We should celebrate the differences in students who have been labeled "learning disabled," "autistic,"

"ADD/ADHD," "intellectually disabled," "emotionally and behaviorally disordered," or who have been given other neuroiogically based diagnoses. We ought to appreciate these kids for whom they really are and not dwell upon who they have failed to become. (Armstrong, 2013).

Diversity can be natural (nature's plural manifestation) and can also be human. At human level, diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because it gives value to individuals and groups and help them free from prejudice. It also fosters the climate where equity and mutual respects are intrinsic.

2.1.5 Diversity Consciousness

Our ability to recognize, understand, and adapt to the differences is called *Diversity Consciousness.* The definition of *consciousness* in the dictionary is 'being fully aware or sensitive to something'. Another way of defining it is the full activity of the mind or senses. Diversity consciousness includes understanding, awareness, and skills in the area of diversity. To have a better understanding, let us discuss the following points.

1. *It is not a simple common* sense—Common sense is not sufficient. We need to educate ourselves and each other.

2. *Only good intention is not enough*—we have heard people say, "If my heart is in the right place, that is enough." Trying extra hard to be fair and respectful of others or having the best of intentions is a good start, but only a start. It is possible to show insensitivity and ignorance even though you mean well. People who talk to adults with disabilities in a childlike manner may think that they are being kind. People who tell you to forget our differences and just "be human" may think they are offering helpful advice. But this is not enough.

3. Not *important for just some of us but for All*—all of us need to be culturally literate and responsive to survive and succeed in the twenty-first century. it is improper to think that someone else's problems or struggles do not affect me. "All of our ancestors came to this country in different boats. But we're all in the same boat now. And if part of the boat sinks, eventually the rest of it goes down too.

4. *It is not some "feel-good" activity*—Diversity consciousness is not a matter of merely feeling good about ourselves and others. It goes deeper. Superficial acceptance is replaced by a deeper and more critical understanding.

In the field of special education diversity consciousness is quite important. In our country children who are differently able are not only neglected, but also lack this consciousness. Even parents and community members have not sufficient knowledge about this.

2.1.6 Diversity Education

It refers to all the strategies that enable us to develop diversity consciousness. Through diversity education, we develop awareness, understanding, and a variety of skills in the area of diversity. These skills are referred to as **diversity skills.** Among these are flexible thinking, communication, teamwork, and leadership skills, as well as the ability to overcome personal and social barriers. Diversity education takes many forms. It is something we can initiate and control, such as reading a book, volunteering to help others in need, attending a workshop, and exchanging ideas about diversity issues with thousands of people over the Internet.

2.1.7 ''Check Your Progress'' - 1

1. Define diversity.

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2. Mention the four major levels of diversity.

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3. What is diversity consciousness?

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2.2 ◻ Types of Diversity

Structure

2.2.1 Introduction

When we want to classify diversity, specifically at human level, there are different ways to do it. The most acceptable of all is classifying them as: cultural diversity, gender diversity, linguistic diversity and socio-economic diversity. In fact, at human level these are the major diversity verities which affect human system.

The present unit deals with how different diversities shape human personality and bring changes in our life styles. The unit also shows some light on disability as related to diversity.

2.2.2 Objectives

After *going through the unit content, you would be able to:*

- Know different kinds of diversities and their dimensions

- Understand how they shape and affect human personality

- Conceptualize the role of education in diversity

2.2.3 Cultural Diversity

Culture encompasses the learned traditions and aspects of lifestyle that are shared by members of a society, including their habitual ways of thinking, feeling and behaving. (Frederickson & Cline, 2002). It is that part of life which is learned, shared, and transmitted from one generation to the next. Although culture endures over time, it is not static. Language, values, rules, beliefs, and even the material things we create are all part of one's culture.

Culture's influence on us is profound. As we internalize culture throughout our lives, it influences who we are, what we think, how we behave, and how we evaluate our surroundings. For example, culture shapes the way we communicate, view work, interpret conflict, define and solve problems, and resolve dilemmas. Culture, which Hofstede describes as a collective programming of the rnind that reveals itself in symbols, values, and rituals, is often so embedded in us that we may be unaware of its influence.

Cultural Diversity or Cultural Pluralism is a process through which cultural differences are acknowledged and preserved. For example, the advocates of multicultural education argue that the study of history should be more pluralistic. History should reflect the distinctive cultural experiences of all people. According to this perspective, courses in history often ignore the experiences, perspectives, and contributions of women or people of color or of a particular caste or class. Those who share this opinion argue that history courses are to be truly inclusive.

2.2.3.1 Dimensions of Cultural Diversity

Dimension refers to specific traits which distinguishes one person or group from another. Race, gender, ethnicity, social class, and demography are some of the common dimensions. Race: Race refers to a category of people who are *perceived* as physically distinctive on the basis of certain traits, such as skin color, hair texture, and facial features. Notice that what makes this group distinctive is our perception of differences.

Ethnicity: Ethnicity is a label that reflects perceived membership of, and a sense of belonging to, a distinctive social group. The crucial distinguishing features of an ethnic group vary between different contexts and change over time. They may include physical appearance, first language, religious beliefs and practices, national allegiance, family structure and occupation. A person's ethnic identity may be defined by their own categorization of themselves or by how others see them. *Whereas race relates to physical differences, ethnicity focuses on cultural distinctiveness.* Ethnicity is defined as the consciousness of a cultural heritage shared with other people. In India, for example, the tribals have a distinctive cultural identity.

Gender. It has to do with the cultural differences that distinguish males from females. For instance, in any given culture, people raise males and females, to act in certain ways. This is called gender role. A girl in India is trained to know the culinary skills and manage household work as a gender role prescribed by the society. Do not confuse the term *gender* with sex. Sex refers to biological differences, such as hormones and anatomy.

Social class: Another important dimension of cultural diversity is Social class which refers to one's status in society. This is usually determined by a variety of social and economic criteria, including wealth, power, and prestige. Even though social class influences where we work, live, and go to school, its importance is addressed infrequently. It is because the concept of social class is fuzzy and inconsistent. For example, how would we classify the students in our class? *Lower, middle,* and *upper class* mean different things to different people.

Languages'. Languages transmit and preserve culture. Of the estimated 7,000 languages spoken throughout the world, one becomes extinct every two weeks. This shows that one language or a group of languages dominate other languages. In India English language dominates the whole of sub-continent. With it, in a subtle way, the language initiates Indians into the native culture from which it came.

Work/Life Issues; Work schedules are becoming more flexible as mothers and fathers look to balance their careers with child-raising responsibilities. The previous equation of mother as care taker and father as money giver does not hold true for today's generation. This has added variety to the cultural scenario.

Use of Technology: Technology has divided the population of the whole- world into two categories-digital natives and digital immigrants. **Digital natives,** young people who are "native speakers" of the language of computers, video games, and Internet, are learning to adapt to new technologies at a faster rate than those of us who are

digital immigrants; people who were not born into the digital world but learned the language and the new technology later on in life. Cyber-segregation or the **digital divide,** the gap between people with regard to their ability to access and use information and communication technologies

(ICTs), threatens to widen the gap between the "haves" and "have-nots". This has also brought change in cultural sphere.

Surnames: Data from different sources show that the most common surnames in India have changed in recent times. The age old tradition of inhering husband's surname is first changing, Women are either upholding their parental surnames or adding their husbands' surname with it without erasing it. This has created a new way of identity for the girls.

Demographic changes: With the development of communication and transport system man has become hyper mobile. In search of jobs and settlement there is constant changing of stay-house. This demands, very often, an adaptation to new culture, new language, new living pattern and many more things. For example, the cultural diversity of Kolkata is due to its capacity to provide bread and blanket to a large number of people, of which a significant portion is from outside Bengal. This has created a unique culture for Kolkata.

Globalization: Globalization, the growing interdependence of people and cultures, has accelerated in the twenty-first century. Globalization is impacting individuals of every conceivable color and culture. To use Friedman's terminology, the world is being flattened in all kinds of ways. Factors such as immigration, the speed and ease of modern transportation, outsourcing, environmental changes, and the globalization of markets and technology contribute to this trend.

2.2.3.2 Disability and Cultural Diversity

Disabled children and perception about them greatly differ across cultures. The following reactions are experienced by families with disabled children across **all societies and cultures,** but may be more strongly embedded and reinforced in some cultural groups:

- Commonly there is an initial period of **denial** by the family that the disability exists, sometimes resulting in negative implications for the immediate care needs of the child. This result is reinforced by community expectations that the family will function in the same way as before the child with disability was born and also by the absence of community care structures to assist the family.

- The second theme of **blame** or 'cause attribution1 is based on the belief that someone or something has 'caused' the disability. This view can commonly focus on the actions of the mother during pregnancy who is blamed for giving birth to a child who has a 'defect'. Thus, it can be seen as an attempt to explain the presence of the disability due to some form of fault attributed to the mother, or a physical event during pregnancy or early childhood. This feature is also commonly used to provide explanations for somewhat common 'imperfections' in children, such as birthmarks etc. In some cases, the birth of a disabled child may be considered as a 'punishment from God' that the family 'deserved'.

- Some families are **ashamed** of their children with disabilities who they hide away in their homes. In some countries, it is not unusual to hear of cases of disabled children who have been abandoned. Social services in these places are often non-existent and education and health systems do not cater for children with disabilities. In other cases, children with intellectual disabilities and hearing or visual impairments do not attend school because they would be mocked and humiliated I ated by other students.

- In the longer term, both children with disabilities and their family carers can experience **isolation** and marginalization from other families within their community. Eventually, these factors may result in marital breakdown, with the mother commonly staying with the disabled child in reduced economic circumstances. The result for the mothers and children is further social alienation and loneliness.

- **Stigma** attached to disability can sometimes mean that the social status and marriage prospects of other children in the family are also reduced. In some societies, this stigma can also jeopardize the marriage prospects of the sisters of a woman with a disabled child.

- In other situations, family members may **overprotect** disabled children, and have **low expectations** for their development, with the result that disabled children remain overly dependent on others. Even for children from loving homes, a **lack of knowledge and belief in the capacities of disabled people,** combined with guilt and lack of external support structures can result in restricted outcomes for children with disabilities.

2.2.4 Gender Diversity

Gender diversity is a term referring to how people from different gender are represented in their relevant setting. Primarily, this term is often used to refer to the distribution of

females and males in social, educational and work life. Now-a-days it also includes those who fall into non-binary categories of gender, for example, the LGBTs. Gender diversity is a part of cultural diversity, but-due to its individual significance this is dealt separately.

Gender Diversity is the variety in the representation of different sexes of people in different social setting. Some works or activities are predominantly performed by one category which results in the over representation of that category and under representation of the other. For example, in Indian context, we can say, the women are underrepresented in outside works. But we find their over representation in household work. There are exceptions also. In Karnataka, we find women being engaged in large numbers in public transport systems like, bus and truck. This is not found elsewhere in India. Similarly, in engineering section there is less involvement of women till now. Works of mines and defense, which require hazards and adversity, are abandoned by the women.

While some societies have better defined gender roles, others have fluidity in their gender roles. The GLOBE study of national culture describes this as gender egalitarianism, defined as 'the degree to which an organization or society minimizes gender role differences while promoting gender equality' (House, Hanges, Javidan, Dorfman, Gupta, 2004, p. 12). Countries typically ranking high on gender egalitarianism are Hungary, Russia and Poland, while those lowest on this scale are South Korea, Kuwait and Egypt (House et al., 2004, p. 365). It is expected that more gender egalitarian societies will have similar opportunities in the workplace for both men and women, as gender is not a substantial element in considering a person's capabilities or suitability (Farndale, Biron, Briscoe and Raghuram, 2015 p.680). Roles in the home and at work are also more equally divided between the sexes in these societies, enabling more equal workplace participation (Aycan, 2008). A similar argument is relevant to understanding the implications of gender empowerment: a specific measure of gender egalitarianism referring to the extent to which, in a given society, both women and men are able to participate in decision-making regarding economic and political life (Klasen, 2006).

Gender egalitarianism does not always mean inclusion of women in the mainstream workforce. Now-a-days we find male persons being engaged in cooking which is traditionally

a job of the females. It also demands men to perform those activities which were traditionally done by women.

Excepting some developed countries we find gender stereotyping and gender bias in many countries of the world. People have still the feeling that women are biologically inferior to that of men. This tells the fact that women can do simple and smooth-going works and are not fit for the so called 'tight-works'.

2.2.4.1 Gender Diversity and Disability

If spoken in terms of disability we would find great difference in gender variance. Disabled males are taken care of but disabled females remain neglected. As far as gender identity in disability is concerned women are more likely to describe themselves in terms of gender than men and this particularly true amongst women from minority ethnic groups.

Sexuality formed a key component of personal identity for lesbian and gay people, with only a few exceptions.

Varied childhood experiences cause great difference in gender disability. Studies found that 'over protectiveness' caused greater harm to the gender roles of children, particularly among females. The South Asian females are worst affected by this.

2.2.5 Linguistic Diversity

Linguistic diversity is concerned with the availability and practice of multiple languages in public and private life. The countries where people of different languages inhabit and can speak their language freely is said to have linguistic diversity. India is such a country where a large number of languages (nearly 350) are practiced. Some languages are constitutionally accepted and some more are spoken by large number of people, though they do not have official acceptability. Besides, there are many dialects which do not have written script but are transacted orally. So to have a common platform for communication both Hindi and English are accepted as *lingua franca* (the language of communication for all). Both of these languages are accepted as language of administration, legislation and English as the language of judiciary.

Language is one of the most interesting affirmations of our diversity. An Indian young boy in Delhi used to speak Malayalam to his mother, English to his father, Hindi to the driver, Bengali to the domestic help and Sanskrit to God. The Indian Rupee has 18 languages in it.

The Constitution of India recognizes 23 languages today, but in fact there are 35 Indian languages that are each spoken by more than a million people - and these are languages

with their own scripts, grammatical structures and cultural assumptions, not just dialects (and if we're to count dialects, there are more than 22,000).

There are five language families in India-Andamanese, Austro-asiatic, Dravidian, Indo-Aryan and Tibeto-Burman. The majority of Indian languages belong to Indo-Aryan and Dravidian families. The former is spoken by 70% of people and the later by 22%. The rest are Austro-Asian and Tibeto-Burman.

2.2.5.1 Linguistic Diversity and Disability

Five percent of all school-age children have a learning disability. Over half of all students with a learning disability have a language-based learning disability, many with challenges in reading errors or limited skills in vocabulary, skills are delayed in comparison to peers from the same language group who have been learning for the same length of time. Their communication is impaired in interactions with family members and others who speak the same language. The language they speak will have limited, inappropriate, or confused in content, form, or use. Sometimes it may so happen that the child will be unable to discriminate between language acquisition and language disorder.

The following findings may be given for better understanding about the status of language development among disabled children:

- The child has difficulty in developing literacy skills in the native language (assuming adequate instruction in the native language).

- There is a family history of reading difficulties in parents, siblings, or other close relatives (again, assuming adequate opportunity to learn to read).

- The child has specific language weaknesses, such as poor phonemic awareness, in the native language as well as in other languages. (However, these difficulties may manifest somewhat differently in different languages, depending on the nature of the written language; for example, Spanish is a more transparent language than English, so children with phonological weaknesses may decode words more accurately in Spanish than in English.)

- The child when exposed to research-based, high-quality reading intervention does not make adequate progress relative to other.

2.2.6. Socio-economic Diversity

Socio-Economic diversity includes a wide range of variables that create difference in a

society or between societies. These are: age, race, sex, economic background, geography, religion, philosophy, personal and professional background etc. Diversity of experiences, viewpoints, Ideas and thoughts also comes under this. For example, diversity in a school includes a group of pupils from different backgrounds (this can be many things not just racial, but students with different skills and career interests and hobbies and of different political views). We can have the following features for socio-economic diversity:

- In a particular geographic area, mainly four kinds of diversity are considered-age, gender, ethnicity and background

- The presence of, participation by, and respect for differing viewpoints, opinions, cultures, contexts, and approaches

- Wide array of people that come from different backgrounds, lifestyles, social experiences, races, and religions

- The immersion and comprehensive integration of various cultures, experiences, and people

- Having people of different ideologies, genders, economic backgrounds, races, ethnicities, age, and professional/academic background

- It has variations in background factors: ethnic, culture, education, interests.

- Heterogeneity in human qualities among a group

- The inclusion of people from all different types of backgrounds and co-existence of people of different color, religion, culture, language, etc

- Different people, different views on life, different life experiences and backgrounds both ethnic and personal that help shape who a person is

2.2.6.1 Socio-Economic Diversity and Disability

Socio Economic Status, i.e., SES affects overall human functioning, including our physical and mental health. Low SES and its correlates, such as lower education, poverty and poor health, ultimately affect our society as a whole. Inequities in wealth distribution, resource distribution and quality of life are increasing globally. Lower levels of SES have consistently been correlated with poor health and lower quality of life. The existence of a disability can be the source of emotional maladjustment for individuals and the families responsible for their care. Individuals with a disability and their families are at increased risk for poor health and quality-of-life outcomes when their disability status affects their socioeconomic standing.

Research on disability and health care suggests that individuals with a disability experience increased barriers to obtaining health care as a result of accessibility concerns, such as transportation, problems with communication, and insurance.

Persons with a disability are likely to have limited opportunities to earn income and often have increased medical expenses. Disabilities among children and adults may affect the socioeconomic standing of entire families. Research suggests that there exists causal relationship between low SES and the development of disability. These barriers contribute to discrepancies in wealth and socioeconomic opportunities for persons with a disability and their families.

Studies have found that children with disability have less percentage of higher educational status. Many do not pass high school examinations. Only an average of 5% goes for college education.

2.2.7. Diversity and Disability

The Americans with Disabilities Act (ADA) of 1990 defines a disability as a physical or mental impairment that substantially limits one or more major life activities. A disability is a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease.

Disability is conceptualized as being a multidimensional experience for the person involved. There may be effects on organs or body parts and there may be effects on a person's participation in areas of life. Correspondingly, three dimensions of disability are recognized: body structure and function (and impairment thereof), activity (and activity restrictions) and participation (and participation restrictions). The classification also recognizes the role of physical and social environmental factors in affecting disability outcomes.

2.2.7.1 Types of Disability

We can find the following kinds of disability now-a-days:

a) *Mobility and Physical Impairments*

This category of disability includes people with varying types of physical disabilities including:

- Upper limb(s) disability

- Lower limb(s) disability

- Manual dexterity

- Disability in co-ordination with different organs of the body

Disability in mobility can be either an in-born or acquired with age problem. It could also be the effect of a disease. People who have a broken bone also fall into this category of disability.

b) *Spinal Cord Disability:*

Spinal cord injury (SCI) can sometimes lead to lifelong disabilities. This kind of injury mostly occurs due to severe accidents. The injury can be either complete or incomplete. In an incomplete injury the messages conveyed by the spinal cord is not completely lost. But a complete injury results in a total dys-functioning of the sensory organs. In some cases spinal cord disability can be a birth defect.

c) *Head Injuries - Brain Disability*

A disability in the brain occurs due to a brain injury. The magnitude of the brain injury can range from mild to moderate and severe. There are two types of brain injuries:

- Acquired Brain Injury (ABI)

- Traumatic Brain Injury (TBI)

ABI is not a hereditary type defect but is the degeneration that occurs after birth.The causes of such cases of injury are many and are mainly because of external forces applied to the body parts. TBI results in emotional dysfunctioning and behavioral disturbance.

d) *Vision Disability*

There are hundreds of thousands of people who suffer from minor to various serious vision disability or impairments. These injuries can also result into some serious problems or diseases like blindness and ocular trauma, to name a few. Some of the common vision impairment includes scratched cornea, scratches on the sclera, diabetes related eye conditions, dry eyes and corneal graft.

e) *Hearing Disability*

Hearing disabilities includes people that are completely or partially deaf, (Deaf is the politically correct term for a person with hearing impairment).

People who are partially deaf can often use hearing aids to assist their hearing. Deafness can be evident at birth or occur later in life from several biologic causes, for example Meningitis can damage the auditory nerve or the cochlea.

Deaf people use sign language as a means of communication. Hundreds of sign languages are in use around the world. In linguistic terms, sign languages are as rich and complex as any oral language, despite the common misconception that they are not "real languages".

f) Psychological Disorders

1. Affective Disorders: Disorders of mood or feeling states either short or long term.

2. Mental Health Impairment is the term used to describe people who have experienced psychiatric problems or illness such as;

- Personality Disorders - Defined as deeply inadequate patterns of behavior and thought of sufficient severity to cause significant impairment to day-to-day activities.

- Schizophrenia: A mental disorder characterized by disturbances of thinking, mood, and behavior.

g) Learning Disability

A learning disability can be caused by brain injury or medical condition. Children who suffer from a specific learning disability may find it difficult to read and write. Solving simple arithmetic problems can also difficult for a child with any of the types of learning disabilities that exist. Studies and research show that almost 30 percent of the general population suffers from one kind of learning disability or another. Let's look at the five most common types of learning disabilities.

1) Dysgraphia

Children with dysgraphia may be unable to differentiate between words so writing can be difficult. In most of the cases, the child also finds it difficult to understand different sounds and words which are spoken. Some of the common symptoms of dysgraphia are:

- Even if the child is provided with high quality education, he or she finds difficulty in writing words and numbers when they have this specific learning disability.

- Some children affected with dysgraphia find it difficult to process the language.

- The handwriting of dysgraphia-affected children is also very difficult to interpret.

- Typically, dysgraphia-affected children have problems with spelling and they mix up the alphabet.

2) Nonverbal Learning Disability

   It may be hard to identify children who are affected by nonverbal learning disability or NLD at an early age. It is only when they enter higher grades that they begin to face problems, especially in social matters. Symptoms of this include:

- Degraded abstract reasoning.

- The nonverbal learning disability affected child develops a fear of facing new situations.

- The affected child also lacks good common sense.

- Subjects like math and English are the most difficult subjects for the child who is affected with nonverbal learning disability.

- The nonverbal learning disability affected child has very low self-esteem which consequently creates social problems.

- The ability to think clearly and the reasoning power of the child declines.

3) Dyscalculia

   Dyscalculia is a specific learning disability which causes difficulties in understanding basic math principles and solving simple problems. The dyscalculia-affected child finds it hard to interpret mathematical symbols and numbers. Even simple arithmetic problems are difficult for him or her to solve.

   Some Common Symptoms of Dyscalculia are-

- The dyscalculia-affected child finds it difficult to judge time and distance.

- The dyscalculia-affected child also finds it difficult to differentiate between directions. Mental visualizations are hard for the child.

- Simple calculations in the mind are hard to render for a dyscalculia-affected child.

4) Memory Disabilities

People who are affected by memory disabilities may find it really difficult to memorize things. Memory disabilities are just some of the types of learning disabilities that affect memorization. For instance, the person with a particular mental disability may forget a sentence spoken by someone two minutes ago. Those who suffer from this disability show

- Difficulty in remembering even simple things like the name of the person whom he/she just met.
- Difficulty in solving those types of math problems which require memorizing formulas.

2.2.7.2 Dealing Disability through Education

Schools can assist students with disabilities and their families by working together to change attitudes and reduce the stigma associated with disability. Time, care, respect, patience and persistence are required to change long held attitudes and beliefs.

For most families, accepting and corning to terms with disability is a long and difficult process. Frequently, the first difficulty staff in schools encounter is overcoming parental **denial** of their child's disability. It is not unusual for parents to be reluctant to give their permission for their child to have a psychological assessment. Likewise, there is often a reluctance to accept the findings of psychology reports. The following are some of the ways that schools can help:

- First and foremost, listen to the parents, understand their concerns and build a partnership based on trust. It may take time and continued contact to build a trusting relationship.
- Help the members in providing support services needed for the child.
- Work with relevant experts and interpreters to explain the results in a way that is sensitive to the specific cultural community's beliefs and values.
- Conduct staff professional development sessions on attitudes and perceptions of disability for relevant cultural communities at your school.

Parental attitudes and perceptions of **blame** and **shame** can be modified by support and education. Parents need to be provided with accurate information in a way that is appropriate for their needs. This may include:

- Meeting with the parents of the individual child in a multi-disciplinary team (eg Disability Coordinator, Psychologist, Teacher, Support Worker, Interpreter etc) to listen to the parents' concerns and to provide information about the child's disability, the Negotiated Education Plan (NEP), support options and the future.
- Provision of written materials translated into a language in which they are literate. Please note that some parents of newly arrived families have not had the opportunity to learn to read, so providing them with written materials in their first language may be of no help.

- Invitations for parents to attend school and / or regional workshops or support groups. Appropriate support structures will need to be in place for some parents to be able to attend such sessions and for the information to be interpreted or explained if necessary.

- Invitations to include a relative or community member to attend meetings with the parent to support them.

Teachers can also make a difference by:

- Building close and supportive relationships with children and their families.

- Teaching all students about disability and sensitively providing students with accurate information and celebrating diversity and ability.

- Providing a safe and supportive learning environment that is free from harassment and responsive to the needs of students with disabilities.

- Modeling respect and valuing diversity through positive attitudes and inclusive language.

- Seeking advice and support from colleagues and experts in the field.

- Challenging discrimination and negative attitudes.

- Including the lives and achievements of exceptional people with disabilities in the curriculum e.g., Stephen Hawking, Sudha Chandran, Stevie Wonder, Ludwig Van Beethoven, Franklin D. Roosevelt, Helen Keller, Paralympic athletes, local heroes etc.

- Providing experiences that promote understanding, for example, hosting a wheelchair sporting event, organizing a *Royal Society for the Blind* Guide Dog visit, or inviting a Paralympic athlete as a guest speaker.

Each and every student with a disability has the right to access a broad and balanced curriculum so that they can reach their full potential and achieve at the highest level possible. Learning programs that are inclusive and supportive will enable students with disabilities to maximize their achievements. In order for students to achieve their full potential, it is important for teachers to work in partnership with parents and families to build on the strengths of students with disabilities.

2.2.8 ''Check Your Progress'' - 2

1. Give an example of gender stereo-typing.

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2. What is the basic difference between race and ethnicity?

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3. What is digital divide?

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4. What is Lingua Franca?

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5. What is schizophrenia?

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6. Mention two symptoms of dyscalculia,

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2.3. ◻ Diversity in Learning and Play

Structure

2.3.1   Introduction

2.3.2   Objectives

2.3.3   Diversity in Learning

      2.3.3.1   Teachers' Role in Determining Students' Learning Style

2.3.4   Diversity in Play

2.3.5   ''Check Your Progress''

2.3.1 Introduction

Diversity is not an affair of matured person. Among children we find it in their preference for playing a particular game or sport and a kind of learning style they prefer to. This is inherent in all societies and among all students. This really makes the learning so comprehensive and play so enjoyable. Let us discuss it in detail.

2.3.2 Objectives

After going through the unit content, you would be able to:

➢   Know different kinds of learners and the learning style they prefer to

➢   Understand how diversity is found in play preferences

2.3.3   Diversity in Learning

Diversity is a basic composition in the learning style and play habit of students. Children show ample variety in their learning style and play preferences. Let's discuss these briefly.

Diversity in learning indicates difference in style of learning. Learning style is the typical way of conceptualizing a content matter as a learner goes through the curriculum. Learning styles are most often divided into three basic groups. There are the auditory learners, visual learners and kinesthetic or tactile learners. In addition to these basic groups, some educational theorists also recognize verbal, logical, social and solitary as

additional styles. Here is a systematic breakdown of each learning style and the ways to address these styles in the classroom.

1. Auditory Learners

Auditory learners learn best through hearing the message. Students who are auditory learners respond well to lectures and verbal instructions. They may also be interested in books on tape or listening to review material. Some auditory learners have greater success with oral exams due to the fact that they are able to process verbally, hear the questions, and hear their own responses. Teaching auditory learners requires the teacher to use rhythmic memory aids such as acronyms, short songs, or rhymes. For studying, auditory learners do best when they are able to read their material aloud. Flip cards which can be read aloud may also be useful.

2. Visual Learners

Visual learners process information according to what they see and the images they have created in their mind. When teaching visual learners, their seating position should be in the front of the room to help them avoid external visual distractions. Illustrations, diagrams, and charts are very helpful when working with visual learners. Students who are visual learners are often the best note-takers because they need to see the information being presented. Flip cards can be very helpful for visual learners as it isolates an image of the material they are studying.

3. Kinesthetic Learners

Kinesthetic, or tactile, learners learn best through touching, feeling and doing. Teachers trying to reach kinesthetic learners should incorporate hands-on projects, multi-media assignments, skits, movement, and physical artifacts as examples. Assigning a diorama or skit is a great example of how to reach a kinesthetic learner. These students also respond well to object lessons if they are able to touch the object involved.

Hands-on experiments are another great tool for teaching kinesthetic learners. This is easily done with science material, but can also be incorporated into social studies and even language and arts. Information about geography, customs, and food can often be reworked into a hands-on experience. Examples of this include mummifying a chicken in association with a social studies unit on ancient Egypt or preparing an ethnic food in conjunction with a culture-based language arts story. These sorts of ideas attract and engage the kinesthetic learners in the classroom.

4. Logical, Social or Solitary Learners

Logical learners are those students who most enjoy problem solving, logic games and

reasoning. These students love riddles, word problems, and problem solving games or worksheets, so provide many when teaching them. The categories of social and solitary describe how the students prefer to study, either in groups or individually.

2.3.3.1 Teachers' Role in Determining Students' Learning Style

Teachers should consider ways they can determine the learning styles of their students. This can be a very different process for various age groups. For older students, teachers can use curriculum for teaching learning styles and then offer personality tests specifically designed to help identify their-students' styles. With middle school students, teachers should incorporate a variety of learning styles in an effort to reach all students as testing this age group can be particularly difficult due to shyness, reading readiness and social pressures. For kindergarten and early elementary teachers, the use of an object lesson, such as an unusual pet or particularly old item, can help identify the students' primary learning styles. Young students who are kinesthetic learners are generally the first ones to ask "Can I hold it?" while visual learners are the ones who sit right in front, but may not want to touch what is being shown. Auditory learners are the ones who talk about the lesson the whole rest of the day. To observe students, it is best to have the object lesson taught by a co-worker or have a co-worker observe the students.

Teachers should be trained to take into consideration a variety of learning styles and make efforts to teach in ways that make true learning available to all students. Once teachers are familiar with these learning styles, classroom activities and study habits can be adjusted to accommodate the styles of any group of students.

2.3.4 Diversity in Play

Students are found to be different in their play style. This is in the sense that they prefer different types or varieties of game and sport for their release of energy. Some prefer indoor games and some outdoor ones; some prefer adventure sports while some prefer simple ones. Even their play time and play style are different for the same game/sport. Some students prefer simulated games while some other prefers to enjoy the games/ sports rather to play the same.

An examination of the relationship of play and diversity is important for at least three reasons.

➢ First, a rapidly growing population of young children from culturally diverse backgrounds is entering schools.

➢ Second, play is a way for children to learn about the world around them and to learn cultural values. They not only learn about themselves but also about differences in other people.

➢ And finally, early education programs must work to enhance a positive awareness of individual differences and cultural diversity as a whole. Play experiences may serve as an excellent way to help teach children about the differences in other people and that these differences are not bad.

Play is something which is greatly influenced by the culture and its elements. Cliff (1990) examined the relationship between games, religion, myths, and ceremonies in the Navajo culture. She noted an interrelationship between play and other aspects of Navajo culture. Many games and the use of toys in play activities, for example, are interconnected with or founded in religious beliefs. She also discusses that cheating in games is not viewed negatively. It is seen in the same way as Euro Americans view pranks on April fool's Day. However, individuals caught cheating may face reprimands. Cliff also indicates that exposure to Euro American culture has changed the play of Navajo children somewhat, but that in many instances they have modified the activity to fit their own gaming practices.

Play is also a way for young children to practice the roles and skills they will need as adults and these specific play behaviors may vary from culture to culture. For example, Fortes (1976) discussed play by children of the Tallensi people of North Africa and found that the play of children in that society tended to reflect the culture as a whole. Since farming and hunting were important parts of the culture, boys tended to play hunting games and practiced bow and arrow skills as a way of mastering the skills needed as adults. However, he noted that some play behaviors were observed which could occur anywhere.

Fraser (1966) describes how toys and playthings reflect the culture in which children live. She notes that the toys and playthings available for children sometimes have religious significance, may often be related to the materials or skills of the people, and will reflect the time period in which children live. For example, she notes that Eskimos made ivory toys because ivory was readily available; those peoples who lived near water often made toy boats, and astronaut toys in the United States were not available until the late 1950s with the advent of space travel. Some play materials such as toy animals or balls appear to be common among children everywhere.

Children are also aware of their gender differences in play. Fagot and Leinbach (1989) found that boys and girls could correctly perform a gender labeling task starting from

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28 months of age. Honig (1983) indicated that gender identity is achieved before three years of age even though some toddlers between 18 months and two years can label other children correctly by sex.

Young children are aware of differences in other children, and this awareness seems to follow a pattern from an awareness of gender, to racial differences, to disabilities. Consistent across this literature are indications that children tend to play with peers who are similar to them.

2.3.5 ''Check Your Progress''-3

l.   Define learning style.

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2.   Who are logical learners?

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3.   Briefly explain how children's plays are influenced by time and place?

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4.   How can a teacher identify the learning styles of different age groups?

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5.   What factors affect play during childhood?

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2.4. ◻ Addressing Diverse Learning Needs in the Classroom

Structure

2.4.1 Introduction

2.4.2 Objectives

2.4.3 Addressing Diverse Learning Needs in the Classroom

2.4.4 "Check Your Progress"

2.4.1 Introduction

In today's classroom we find students from different background and culture. Some are normal, some have single disability and some have multiple disabilities. It has been a constant threat for the teacher of how to deal them. Let's read the unit and find out how a teacher can deal with the students of different disability.

2.4.2 Objectives

After going through the unit content, you would be able to:

● Know how a teacher can deal students of different disabilities

● Understand the pedagogic methods and approaches needed for dealing diversity

2.4.3 Addressing Diverse Learning Needs in the Classroom

When a teacher enters into the classroom s/he finds a diverse group of students in the class. These students have different physique, psychological makeup and cultural background. So for the teacher it is needful to know how s/he can transact the class in the best possible way. He are some ways-

1. Get a sense of how students feel about the cultural climate in your classroom. Let students know that you want to hear from them if any aspect of the course is making them uncomfortable. During the term, invite them to write you a note (signed or unsigned) or ask on mid-semester course evaluation forms one or more of the following questions

(adapted from Cones, Janha, and Noonan, 1983):

- Does the course instructor treat students equally and even handedly?

- How comfortable do you feel participating in this class? What makes it easy or difficult for you?

- In what ways, if any, does your ethnicity, race, or gender affect your interactions with the teacher in this class? With fellow students?

2. *Introduce discussions of diversity at department meetings.* Concerned faculty can ask that the agenda of department meetings include topics such as classroom climate, course content and course requirements, graduation and placement rates, extracurricular activities, orientation for new students, and liaison with the English as a second language (ESL) program.

3. *Become more informed about the history and culture of groups other than your own.* Avoid offending out of ignorance. Strive for some measure of "cultural competence" knows what is appropriate and inappropriate behavior and speech in cultures different from your own. Beyond professional books and articles, read fiction or nonfiction works by authors from different ethnic groups. Attend lectures, take courses, or teams teach with specialists in Ethnic Studies or Women's Studies. Sponsor mono- or multicultural student organizations. Attend campus-wide activities celebrating diversity or events important to various ethnic and cultural groups. If you are unfamiliar with your own culture, you may want to learn more about its history as weil. Shortcomings in ciass, and give your students an opportunity to discuss them.

4. *Aim for an inclusive curriculum.* Ideally, a curriculum should reflect the perspectives and experiences of a pluralistic society. At a minimum, creating an inclusive curriculum involves using texts and readings that reflect new scholarship and research about previously underrepresented groups, discussing the contributions made to your field by women or by various ethnic groups, examining the obstacles these pioneering contributors had to overcome, and describing how recent scholarship about gender, race, and class is modifying your field of study. This minimum, however, tends to place women, people of color, minority (both religious and linguistic) in right place.

5. *Emphasize the importance of considering different approaches and viewpoints.* One of the primary goals of education is to show students different points of view and encourage them to evaluate their own beliefs. Help students begin to appreciate the number of situations that can be understood only by comparing several

interpretations, and help them appreciate how one's premises, observations, and interpretations are influenced by social identity and background.

6. *Reevaluate your pedagogical methods for teaching in a diverse setting.* In a class various categories of students are found as far as their learning style and assumption about teaching and teachers. A teacher must be dynamic enough to deal various students effectively with different approaches congenial to them.

7. *Speak up promptly- if a student makes a distasteful remark even jokingly.* Don't let disparaging comments pass unnoticed. Explain why a comment is offensive or insensitive. Let your students know that racist, sexist, and other types of discriminatory remarks are unacceptable in class. For example, "What you said made me feel uncomfortable.

8. *Avoid singling out students as spokespersons.* It is unfair to ask X student to speak for his or her entire race, culture, or nationality. To do so not only ignores the wide differences in viewpoints among members of any group but also reinforces the mistaken notion that every member of a minority group is an ad hoc authority on his or her group (Pemberton, 1988). Relatedly, do not assume all students are familiar with their ancestors' language, traditions, culture, or history.

9. *Advise students to explore perspectives outside their own experiences.* For example, encourage students to take courses that will introduce them to the literature, history, and culture of other ethnic groups.

10. *Involve students in your research and scholarly activities.* Whenever you allow students to see or contribute to your own work, you are not only teaching them about your field's methodology and procedures but also helping them understand the dimensions of faculty life and helping them feel more a part of the college community (Blackwell, 1987).

11. *Recognize any biases or stereotypes you may have absorbed.* Do you interact with students in ways that manifest double standards? For example, do you discourage women students from undertaking projects that require quantitative work? Do you undervalue comments made by speakers whose English is accented differently than your own?

12. *Treat each student as an individual, and respect each student for who he or she is.* Each of us has some characteristics in common with others of our gender, race, place of origin, and socio-cultural group, but these are outweighed by the many differences among members of any group. We tend to recognize this point

about groups we belong to ("Don't put rne in the same category as all those other Biharis/Odias/Bengalis you know") but sometimes fail to recognize it about others. However, any group label subsumes a wide variety of individuals-people of different social and economic backgrounds, historical and generational experience, and levels of consciousness. Try not to project your experiences with, feelings about, or expectations of an entire group onto any one student. Keep in mind, though, that group identity can be very important for some students. School/College may be their first opportunity to experience affirmation of their national, ethnic, racial, or cultural identity, and they feel both empowered and enhanced by joining mono-ethnic organizations or groups.

13. *Rectify any language patterns or case examples that exclude or demean any groups.* Do you

- Use terms of equal weight when referring to parallel groups: men and women rather than men and ladies?

- Use both 'he' and 'she' during lectures, discussions, and in writing, and encourage your students to do the same?

- Recognize that your students may come from diverse socioeconomic backgrounds?

- Refrain from remarks that make assumptions about your students' experiences, such as, "Now, when your parents were in college . . . "?

- Refrain from remarks that make assumptions about the nature of your students' families, such as, "Are you going to visit your parents over spring break?"

- Try to draw case studies, examples, and anecdotes from a variety of cultural and social contexts?

14. *Do your best to be sensitive to terminology.* Terminology changes over time, as ethnic and cultural groups continue to define their identity, their history, and their relationship to the dominant culture. To find out what terms are used and accepted on your campus, you could raise the question with your students, consult the listing of campus wide student groups, or speak with your faculty.

15. *Convey the same level of respect and confidence in the abilities of all your students.* Research studies show that many instructors unconsciously base their expectations of student performance on such factors as gender, language proficiency, socioeconomic status, race, ethnicity, prior achievement, and appearance (Green, 1989). Research has also shown that an instructor's expectations can become self-

fulfilling prophecies: students who sense that more is expected of them tend to outperform students who believe that less is expected of them - regardless of the students' actual abilities (Green, 1989; Pernberton, 1988). Tell all your students that you expect them to work hard in class, that you want them to be challenged by the material, and that you hold high standards for their academic achievement. And then practice what you have said: expect your students to work hard, be challenged, and achieve high standards. (Green, 1989; Pemberton, 1988).

16. *Don't try to "protect" any group of students.* Don't refrain from criticizing the performance of individual students in your class on account'of their ethnicity or gender. If you attempt to favor or protect a given group of students by demanding less of them, you are likely to produce the opposite effect: such treatment undermines students' self-esteem and their view of their abilities and competence (Hall and Sandier, 1982). For example, one faculty member mistakenly believed she was being considerate to the students of color in her class by giving them extra time to complete assignments. She failed to realize that this action would cause hurt feelings on all sides: the students she was hoping to help felt patronized and the rest of the class resented the preferential treatment.

17. *Be evenhanded in how you acknowledge students' good work.* Let students know that their work is meritorious and praise their accomplishments. But be sure to recognize the achievements of all students. For example, one student complained about her professor repeatedly singling out her papers as exemplary, although other students in the class were also doing well. The professor's lavish public praise, though well intended, made this student feel both uncomfortable and anxious about maintaining her high level of achievement.

18. *Make it clear that you value all comments.* Students need to feel free to voice an opinion and empowered to defend it. Try not to allow your own difference of opinion prevent communication and debate. Step in if some students seem to be ignoring the viewpoints of others. For example, if male students tend to ignore comments made by female students, reintroduce the overlooked comments into the discussion (Hall and Sandier, 1982).

19. *Encourage all students to participate in class discussion.* During the first weeks of the term, you can prevent any one group of students from monopolizing the discussion by your active solicitation of alternate viewpoints. Encourage students to listen to and value comments made from perspectives other than their own. You may want to have students work in small groups early in the term so that all students can participate in nonthreatening circumstances. This may

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make it easier for students to speak up in a larger setting. See "Collaborative Learning: Group Work and Study Teams," "Leading a Discussion," and "Encouraging Student Participation in Discussion." healing belief systems. A faculty member in the social sciences gave students an assignment asking them to compare female-only, male-only, and male-female work groups.

20. *Meet with students informally.* Frequent and rewarding informal contact with faculty members is the single strongest predictor of whether or not a student willvoluntarily withdraw from a college (Tinto, 1989). Ongoing contact outside the classroom also provides strong motivation for students to perform well in your class and to participate in the broad social and intellectual life of the institution. In addition to inviting groups of your students for coffee or lunch, consider becoming involved in your campus orientation and academic advising programs or volunteering to speak informally to students living in residence halls or to other student groups.

21. *Provide opportunities for all students to get to know each other.* The teacher must create and initiate opportunities for students for various kind of interactions-academic and non-academic. This would generate positive vibration among students.

22. *Dealing students of different learning styles.* The teacher may take the following facts into considerations while dealing students of diverse learning styles-

- Appreciating the individuality of each student is important. While generalizations sensitize us to important differences between groups, each individual student has unique values, perspectives, experiences and needs.

- Articulate early in the course that you are committed to meeting the needs of ail students and that you are open to conversations about how to help them learn.

- As teachers, it is important that we recognize our own learning styles and cultural assumptions, because these styles and assumptions influence how we teach and what we expect from our students. Being aware of them allows us to develop a more inclusive teaching style.

- As you plan your course, and each class, prepare multiple examples to illustrate your points. Try to have these examples reflect different cultures, experiences, sexual orientations, genders, etc., to include all students in learning.

- Help students move between abstract, theoretical knowledge and concrete, specific experiences, to expand everyone's learning.

- Use different teaching methods (lectures, small groups, discussions, collaborative learning) to meet the variety of learning needs.

23. *Dealing students of Special needs.* Below are suggestions to consider when a teacher works with students with special needs:

24. *Monitor your own behavior in responding to students.* Research studies show that teachers tend to interact differently with men and women students (Hail and Sandier, 1982; Sadker and Sadker, 1990) and with students who are - or whom the instructor perceives to be - high or low achievers (Green, 1989). More often than not, these patterns of behavior are unconscious, but they can and do demoralize students, making them feel intellectually inadequate or alienated.and unwelcome at the institution.

As you teach, then, try to be evenhanded in the following matters:

- Recognizing students who raise their hands or volunteer to participate in class (avoid calling on or hearing from only males or only members of one ethnic group)

- Listening attentively and responding directly to students' comments and questions

- Addressing students by name (and with the correct pronunciation)

- Prompting students to provide a fuller answer or an explanation

- Giving students time to answer a question before moving on

- Interrupting students or allowing them to be interrupted by their peers

- Crediting student comments during your summary ("As Akim said. , . ")

- Giving feedback and balancing criticism and praise

- Making eye contact

25. *Assign group work and collaborative learning activities.* Students report having had their best encounters and achieved their greatest understandings of diversity as "side effects" of naturally occurring meaningful educational or community service experiences, Consider increasing students' opportunities for group projects in which three to five students complete a specific task, for small group work during class, or for collaborative research efforts among two or three students to develop instructional materials or carry out a piece of a research study. Collaborative learning can be as simple as randomly grouping (by counting off) two or three students in class to solve a particular problem or to answer a specific question.

26. *Give assignments that recognize students' diverse backgrounds and special interests.* As appropriate to your field, you can develop paper topics or term projects that encourage students to explore the roles, status, contributions, and experiences of groups traditionally underrepresented in scholarly research studies or in academia (Jenkins, Gappa, and Pearce, 1983). For example, a faculty member teaching a course on medical and health training offered students a variety of topics for their term papers, including one on alternative

● Even though two students may have the same disability, their needs for accommodation may be quite different. Treat each student as an individual.

● Keep in mind that disabilities are not always visible to us, You are not required to assess a student's health; you should accept authorized documentation concerning an individual student's needs.

● Using many modes (written, verbal, video/slide, etc.) to present information is one way to help some learners with special needs learn more effectively.

2.4.4 ''Check Your Progress'' - 4

l. What language caution a teacher must use in a classroom?

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2. Write two suggestions about how a teacher can deal with students of special need.

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3. What is inclusive curriculum?

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2.5 ◻ Diversity : A Global Perspective

Structure

2.5.1 Introduction

Diversity is a term which has got a momentum these days. People from different parts of the world feel its very nature now-a-days than never before. In this context how is education going to deal with it is a vital question. Let us read this unit to know more about it.

2.5.2 Objectives

After going through the unit content, you would be able to:

➢ Know the perspective of diversity at a global level

➢ Comprehend how the scholastic process need to accommodate as per the demand of diversity

2.5.3 Global Perspective of Diversity

Diversity has been accepted globally as a celebrative force. With the emergence of global consciousness and humanitarian concern, it has received new vigor and perception. It is now considered as strength to the existing population. A multicultural perspective to life and living is what we now call diversity,

Globally when we perceive diversity we find its proximity with multiculturalism. Because culture is an umbrella term that includes language, ethnicity, religion and even nationalism.

Indian culture is known as indology. It includes the all-comprehensive aspects of Indian society including its Diaspora. That is why in the present unit our concentration is on multiculturalism as a global feature that denotes diversity in its full perspective.

Multiculturalism is the process of interpreting things and concepts from broader and comprehensive perspectives. It strives to integrate multi-ethnic and multi-dimensional perspectives, both present and past, into the traditional curriculum that is primarily mono-ethnic. It is an idea, a process, a reform movement, and a commitment. The process is one in which a person becomes multi-cultural and develops competencies in multiple ways of perceiving, evaluating, believing, and doing. It means that one has to focus on developing the ability to negotiate cultural diversity. Developing a multicultural perspective requires dialogue between people with different points of view, acknowledgment of different experiences, and respect for diverse opinions. It creates space for alternative voices, not just on the periphery but in the center.

Education is one of the basic areas that facilitate diversity. Researchers have found that a multicultural atmosphere facilitates students' best growth. Herrera, Murry, and Morales Cabral (2007) provide a review of current researches and note the following findings:

- Ethnic identity is the strongest predictor of overall wellness for CLD [culturally and linguistically diverse] students (Dixon, Rayle, & Myers, 2004),

- Higher levels of positive socio-emotional development are consistent with a student's positive identification with both his/her own and the majority group's culture (Shrake &Rhee, 2004).

- Low levels of ethnic identity, characterized by negative attitudes toward one's own group, can result in psychological distress, including feelings of marginality, low self-esteem, and depression (Phinney, 1993).

The findings above say that multiculturalism is the right perspective of education. The need has been more fully felt because of transport and communication revolution which greatly helped hybridization of population in different places of the world.

The following changes are noticed in teaching learning process with respect to diversity. The popular term which has been used is multi-culturalism.

2.5.3.1 Teacher

Multiculturalism requires all the teachers to examine themselves to identify their biases and ethno-centrisrn and developing behaviors to transcend them. This is especially crucial for teachers if they want to be effective with students from diverse backgrounds. A multicultural classroom, then, is one that features positive teacher expectations for all students, a learning environment that supports positive interracial contact, and a curriculum that is multicultural in content and varied in pedagogy,

For educators there are some critical questions that deserve serious reflection. Among these are those raised by Valerie Ooka Pang. Pang says that teachers need to answer the following questions for them.

- Who am I? Am I prejudiced?
- What do I think about culturally diverse communities?
- What does multicultural education look like in a classroom?

In answering these, the first question should be framed from the idea that each teacher is a cultural being, one who has undoubtedly been socialized to see certain world views as valid and valuable. Educators learning about their own cultural orientation should recognize that others—their colleagues, students, parents—have also been socialized in these ways. Diverse populations mean that these others might have been socialized to see opposite views, values, and traditions as valuable and valid. It then becomes a duty of all engaged in the teaching and learning process to understand the importance of negotiation in creating a classroom environment comfortable for all.

Many of us as educators have been taught to think that education is neutral and apolitical. As Bennett reminds us, education is neither neutral nor apolitical. Every educational decision that is made at any level of education reflects someone's socialized world view and cultural orientation. If we are then to create classrooms and schools that are truly multi-culturally sensitive, all elements and traditions that are a part of the schooling process must be examined and restructured.

Educators committed to multiculturalism should concentrate on the following:

- A curriculum that is anti-racist and anti-sexist

- The promotion of critical consciousness in students and a curricular focus on social justice issues

- A multicultural curriculum that represents basic education for all students since they will all need this knowledge for success in their adult lives

- Multiculturalism as an ongoing process that crosses all content areas and all other aspects of schooling

Teachers embracing multiculturalism demonstrate that the democratic ideals on which the country was founded apply to their school life and to their personal lives.

2.5.3.2 Curriculum

Considering the content, an educator's primary concern should be that of enabling students to develop an understanding of collective history—the places in time and space where people's lives intersect but also the lives of groups of people prior to and after such intersections. Such an approach will allow students to fully understand the roles and contributions of various groups of people to human civilization and culture.

Curriculum must include such experiences that allow students to explore events, concepts, issues, and themes from multiple perspectives. These perspectives over time should be broad so that students don't end up inadvertently creating new stereotypes of different groups. Primary sources in the voices of the people they represent should be used as frequently as possible. Such an approach will help students to understand that one issue or event can be viewed in different ways by different people.

A second important aspect of the curriculum is that it should be relevant to the lives of students and should reflect their images as well as their natural experiences. The content, therefore, should reflect everyday aspects of living and the daily experiences of students. This will sometimes create a necessity for teachers to select illustrations, create analogies, or relate allegories that will connect new information to the experiences of the students. To do an effective job in this area, teachers will need to develop their knowledge about the socio-cultural backgrounds of their students.

It is also important to give depth and meaning to information. This is especially true when looking at historical figures. Students should be given an accurate well-rounded view of people. For example when talking about Mahatma Gandhi he is portrayed as a freedom fighter, a peacemaker, but he should also be portrayed as a champion of

Sarvodaya, as a family man, and so on. It is also important that historical figures and their accomplishments be shared with students in regard to their historical time period and the social, economic, political, and geographical conditions in existence at that place and time. The dress, eating habits, and other customs of a people can be appreciated when viewed from these perspectives. The significance of an invention or discovery can also be more appreciated by students in today's technological society when viewed in this way.

Finally, a multicultural curriculum focuses on the integration of content across disciplines. Students are made understand that all things in life are interconnected, that they use science and math, for example, in many activities in their daily lives. When we teach content as separate entities, many students come to believe that one discipline has nothing to do with any other.

2.5.3.3 Teaching Context

The classroom environment demonstrates students about the values of diversity. With the increased hybridization of classroom all over the world the instructional design, activities, interaction patterns, behaviors, and expectations need to be fair and equitable for all. In a pluralistic society, educators need to be keenly aware that many of the traditional school patterns accommodate some students and work consistently against others. One example is interaction patterns. Some students' learned communication style is more indirect than direct; some students require thinking time before responding to a question; some students answer questions indirectly and give extraneous information in the process. Other elements that need examination include student mobility in the classroom, classroom organization, promotion of relationships (between students and between students and teachers), use of tone (hopefully a positive one), and use of nonverbal communication, which frequently conveys more than verbal communication.

Overall, in the area of classroom climate, the classroom needs to be inviting, its decorations should reflect images of all the students, and the focus should be on active involvement of the students. We as educators, to be successful in this and other areas with diverse student populations, must examine our assumptions of what schools and classrooms.are supposed to be and do.

2.5.3.4 Instructional Strategies

A final area that requires changes when trying to design a multi-culturally sensitive classroom is that of instructional methodology. It is known from classroom research that especially people learn and process information in different ways. This knowledge

creates a necessity for teacher usage of a variety of teaching strategies or techniques. In multicultural classrooms, teachers hold high expectations for al! students, and the use of a variety of pedagogy and learning activities reflects the teacher's commitment to providing equitable access for all students to the opportunity to achieve socially, vocationally, and academically.

What, then, would be some of the pedagogy and learning activities in a classroom structured for the academic success of alf students? Obviously there are many techniques that could be used with students over a period of time or within one instructional block. Additionally, different strategies make sense for different kinds of activities and knowledge-building opportunities, and the appropriateness of a given strategy to the content being taught is just as important as the use of a variety of methodologies. Some of the instructional strategies and activities that an educator would want to master and use effectively and appropriately would include the following: whole class and small group discussion, cooperative learning strategies, direct instruction or lecture, peer teaching or tutoring, student questioning, role play and simulations, interactive lectures, critical thinking or problem solving activities, panel discussions, inquiry-based activities, the use of rnanipulatives and learning centers, and activities geared to teaching students study, memorization, listening, coping, and test-taking strategies and skills.

Equity pedagogy is an approach which is popular now-a-days. This is the process of modifying the materials and learning strategies appropriate to both boys and girls and to various ethnic groups. It includes culturally relevant teaching methods and issue-centric education that best suits to diverse group of learners.

Obviously the use of these types of instructional strategies and activities requires the arrangement of a suitabe physical environment and thoughtful instructional sequencing, Related to instruction and other areas requiring reflection are the teacher's view of knowledge construction, the socialized communication patterns of both students and teacher, teacher planning, and assessment. People construct knowledge for themselves, usually based on the prior experience and prior knowledge they have relative'to a subject. In this regard, educators need to come to view themselves as facilitators of learning rather than as information givers. Students also come from cultural backgrounds that sometimes have produced in them greater facilitation with some types of communication strategies than with others. Thus, instruction needs to be reflective of an appreciation for this range of communication patterns students are likely to have mastered.

Finally, assessment in a multi-culturally sensitive classroom must be reflective of the same appreciation of diversity that curriculum, climate, and instructional strategies

show. It is, therefore, important that assessments are done through a variety of techniques—in both written and oral forms, but also through portfolio collections, performance projects, observations, and so on.

2.5.4 ''Check Your Progress'' - 5

l. What aspect should a teacher keep in mind while dealing students in a multicultural classroom?

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2. What criterion we must fix in order to make the curriculum truly multicultural?

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3. What is equity pedagogy?

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2.6 Let Us Sum Up

Diversity refers to *all* of the ways in which people are different. It encompasses acceptance of and respect to differences which are genuine to humanity, The difference can be in the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Diversity has four dimensions as far as humanity is concerned-organizational, external, internal and personality dimension.

The common types of diversity are gender diversity, cultural diversity, linguistic diversity and socio-economic diversity.

Disability has three dimensions: body structure and function related (and impairment thereof), activity related (and activity restrictions) and participation related (and participation restrictions)..

Diversity in learning indicates difference in style of learning. Learning styles are most often divided into three basic groups. There are the auditory learners, visual learners and kinesthetic or tactile learners. In addition to these basic groups, some educational theorists also recognize verbal, logical, social and solitary as additional styles.

Children display diversity in their play with respect to their gender, culture, race, ethnicity and religion.

All around the world diversity has brought the concept of multi-culturalism. In education we also find the same. The use of ethno-pedagogy and ethno studies and multiple techniques to satisfy diverse leaning needs are some of the examples.

2.7 Answer to 'Check Your Progress'

''Check Your Progress''-1

1. Diversity is the manifestation of plurality in the natural world and of human world that brings variety in life style.

2. The four major levels of diversity in human being are organizational dimension, external dimension, internal dimension and personality dimension.

3. Our ability to recognize, understand, and adapt to the differences is called Diversity Consciousness.

''Check Your Progress''-2

1. The engagement of women in typical jobs like nursing and cooking is example of gender stereo-typing.

2. While race relates to physical differences, ethnicity focuses on cultural distinctiveness.

3. The gap between people with regard to their ability to access and use information and communication technologies is called digital divide.

4. In a multi-lingual country people need to choose a particular language for communication and administration. That is called lingua franca.

5. Schizophrenia is a mental disorder characterized by disturbances of thinking, mood, and behavior.

6. Mention two symptoms of dyscalculia.

    i. Mental visualizations are hard for the child.

    ii. Simple calculations in the mind are hard to render for a dyscalculia-affected child.

''Check Your Progress''-3

1. Learning style is the typical way of conceptualizing a content matter as a learner goes through the curriculum

2. Logical learners are those students who most enjoy problem solving, logic games and reasoning.

3. The children of people living near water prepare play boat (paper boat) is an example of influence of place over play. And astronaut toys in the United States were not available until the late 1950s with the advent of space travel; this is an example of influence of time over play.

4. For older students, teachers can use curriculum for teaching learning styles and then offer personality tests specifically designed to help identify their students' styles.

    With middle school students, teachers should incorporate a variety of learning styles in an effort to reach all students as testing this age group can be particularly difficult due to shyness, reading readiness and social pressures.

    For kindergarten and early elementary teachers, the use of an object lesson, such as an unusual pet or particularly old item, can help identify the students' primary learning styles.

5. Religion, myth, ethnicity, race and gender are some of the factors that affect play in childhood.

''Check Your Progress''-4

1. The teacher must address students of both genders with equal honor. There must not be linguistic unfairity to any of these groups.

2. i. Even though two students may have the same disability, their needs for accommodation may be quite different. Treat each student as an individual.

ii. Using many modes (written, verbal, video/slide, etc.) to present information to cater to the demand of these students.

3. Curriculum that reflects the perspectives and experiences of a pluralistic society is called inclusive curriculum.

''Check Your Progress''-5

1. Multiculturalism requires all the teachers to examine themselves to identify their biases and ethno-centrism, and developing behaviors to transcend the said.

2. Curriculum must include such experiences that allow students to explore events, concepts, issues, and themes from multiple perspectives.

3. Equity pedagogy is the process of modifying the materials and learning strategies appropriate to both boys and girls and to various ethnic groups.

2.8 Unit End Exercises

1. Give the concept of neuro-diversity.

2. What does diversity education intend?

3. How has globalization affected the diversity culture?

4. What do you understand by socio-economic diversity?

5. What kind of diversity do we find in disability?

6. Briefly describe how as a teacher you can address diverse learners?

7. What is muiti-culturalism?

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Unit-3 □ Contemporary Issues and Concerns

3.1 □ Universal of School Education, Right to Education and Universal Access

Structure

3.1.1 Introduction
3.1.2 Objectives
3.1.3 Universalization of School Education
3.1.4 Right to Education
3.1.5 Universal Access
3.1.6 ''Check Your Progress''

3.1.1 Introduction

Over the years there has been significant spatial and numerical expansion of elementary schools in the country. Access and enrollment at the primary stage of education have reached near universal levels. The number of out-of-school children has reduced significantly. The gender gap in elementary education has narrowed and the percentage of children belonging to scheduled castes and tribes enrolled is proportionate to their population. Yet, the goal of universal elementary education continues to elude us. There remains an unfinished agenda of universal education at the upper primary stage. The number of children, particularly children from disadvantaged groups and weaker sections, who drop out of school before completing upper primary education, remains high. The quality of learning achievement is not always entirely satisfactory even in the case of children who complete elementary education. Let us discuss the issues involved in it and improve our concern to achieve it both quantitatively and qualitatively.

3.1.2 Objectives

After going through the unit content, you would be able to:
➢ Know the history and status of universalisation of school education
➢ Get a conceptual understanding about RTE Act, 2010
➢ Know and understand the process of improving universal access

3.1.3 Universalisation of School Education

The United Nations in its Universal Declaration of Human Rights 1948 well recognized right to education as basic human right. Article 26 of this declaration states: (i) everyone has the right to education. Education shall be made generally available and higher education shall be equally accessible to all on the basis of merits. (ii) Education shall be directed to the full development of the human personality.

In India the need for universalization of primary education was pointed out a century ago by Sri Dadabhai Nairoji. Later, during 1912-14, Sri Gópal Krishna Gokhale took up the cause. His efforts were supported by Sri R. V. Parulekar. The 'Gokhale-Parulekar Model of Primary Education' was limited to the attainment of universal literacy through four years of compulsory schooling. Towards the end of the colonial rule, the Post-War Plan of Educational Development of 1944 proposed to provide primary education to all children in the age group 6-14 by the year 1984. The Constitution of free India that came into force in 1950, proposed to achieve the target of universalization within a period of ten years (i.e., by 1960). Although three times the number of targeted years has passed, the goal is not in view.

The concept of universalisation says that education is for all, not for a population of countfuls. This also means that every child has the right to get education when s/he achieves the age to learn. And there must not be any barrier to prevent the child from education if the child needs it. Article 21(A) of Indian constitution guarantees the education of children between the age group of 6-14 as free and compulsory. In 2009, April 1, the Government of India initiated Right to Education Act and education has been given the status of sixth fundamental right in Indian constitution. Many flagship programmes in the past like Operation Blackboard, National Literacy Mission and its sister programme Total Literacy Campaign etc. have been launched to facilitate the process of universal primary education. At present Sarva Sikhya Abhiyan (SSA) which has been launched in the year 2000 and still continues is an attempt in this regard. Not only in the field of primary education, but the Government has also taken steps for universalizing Secondary education. The Rastriya Madhyamik Sikshya Abhiyan (2009) is an attempt to universalize secondary education. All these efforts show that the government has felt the immensity of universal school education and is trying for its realization.

The XIIth FYP (2012-2017) has accorded high priority to the expansion of education, ensuring that educational opportunities are available to all segments of the society, and ensuring that the quality of education imparted is significantly improved. The Twelfth Plan's targets for school education and literacy include: (i) ensuring universal access and, in keeping with the letter and spirit of the RTE Act, providing good-quality free and compulsory education to all children in the age group of 6 to 14 years; (ii) improving attendance and reduce dropout rates at the elementary level to below 10 per cent and lower the percentage of out-of-school children (OoSC) at the elementary level to below 2 per cent for all socio-economic and minority groups and in all States/UTs; (iii) increasing enrolments at higher levels of education and raise the Gross Enrolment Ratio (GER) at the secondary level to over 90 per cent, at the higher secondary level to over 65 per cent; (iv) raising the overall literacy rate to over 80 per cent and reducing the gender gap in literacy to less than 10 per cent; (v) providing at least one year of well-supported/well-resourced pre-school education in primary schools to all children, particularly those in educationally backward blocks (EBBs); and (vi) improving learning outcomes that are measured, monitored and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by Class II and skills of critical thinking, expression and problem solving by Class V.

The process of universalisation has two aspects: access and success. Access denotes the provision of education for school going children to facilitate enrolment of the children between 6-14 years of age. There should not be any discrimination on the ground of religion, sex, caste, socio-economic status and any other disparity as far as receiving education is concerned. Success denotes universal enrolment and retention, bridging gender and social category gaps in primary and upper primary education, and elementary education of satisfactory quality. The two issues of access and success are dealt extensively in the later part of this unit. However, for your understanding of the concepts a status data is given below.

The success of universalisation of schooling is measured by a set of indicators concerning to access and success. However, the following indicators may be taken into consideration in case of making provision for students.

(a) Number of Schools

It is found that the number of schools in Tamil Nadu, Kerala and Karnataka are more in number in comparison to the numbers in case of the states like Rajasthan,

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Madhya Pradesh, Bihar and Odisha. This is because, the populations of the later states are sparsed and undistributed while the population of the former states are well distributed. Moreover, the socio-political awareness of the former states is found to be better. But overall the number of primary and upper primary schools has increased in all states.

(b) Ratio of Primary to Upper Primary School

The *Programme of Action* (1992) also envisaged an upper primary school for every two primary schools. The trend shows that the expansion of primary education has exerted considerable pressure on upper primary education system to expand and the government has responded positively by providing larger number of schools and school places for children who are completing primary level of education.

The state-specific ratios shows that states have divergent positions with regard to provision of upper primary schooling facilities. On the one-hand states, such as, Chandigarh, Maharashtra, Kerala, Mizoram and Rajasthan, have almost provided an upper primary schools for every two primary schools they have. On the other hand a few states, namely Goa, Haryana, Tamil Nadu, Uttar Pradesh, and West Bengal etc. have a high ratio, which means that they are yet to provide a large number of upper primary schools so that the ratio is improved near to 1:2.

During the period 2000-01 to 2013-14, the number of primary schools (schools with only primary section) has increased from 638,738 to 858,916 schools while the number of schools imparting upper primary education increased from 206,269 to 589,796.

(c) Habitation Accessed to Schooling Facilities

Despite the increase in number of habitations and population, both the percentage of habitations and rural population served by primary and upper primary schools/ sections within a distance of 1 km and 3 kms has increased significantly. About 50% of the habitations have primary schools within their close territory while 80% have primary schools within one km radius. Only 177 thousand habitations, though eligible did not have schooling facilities. The alternative and innovative programme envisages opening alternative elementary centres in all these habitations.

(d) Rural Population Having Access to Educational Facilities

In 1986-87, more than 95 per cent rural population had a primary school/section within a distance of one kilometre compared to 94 per cent in 1993-94. The

corresponding figures at the upper primary level were 84 and 85 per cent. Although the percentage during 1986-87 to 1993-94 remained almost stagnant but is termed spectacular because of the massive increase in total number of habitations during the same period. More than 65 thousand habitations were added during 1986 to 1993. The facilities distributed according to different population slabs reveal that both the percentages of habitations and rural population accessed to schools/sections decline with the decline in the population size. Nationally, about 98 per cent of the rural habitations have a primary school within a distance of 1 km as per 2014 data.

(e) Facilities in School

Provision of schools does not guarantee availability of necessary facilities in schools. Over a period of time, facilities in schools have improved significantly but still a large number of primary schools do not have adequate facilities that are required for smooth functioning of a school. Both the Central and State Governments had initiated a number of programmes to improve facilities. Building, infrastructure, teacher are the three basic facilities which many schools do not have despite all attempts of central and state government.

3.1.4 Right to Education

The constitution of India after its reality, gave education a significant place both intrinsically and strategically. Free and compulsory elementary education has been mentioned in the Directive Principle of State Policy under article 45. In it mentioned that the state within 10 years of the comemsement of constitution should achieve the target of complete literacy, i.e., 100 out of 100 children must complete eight years of elementary schooling. But the target remained unfulfilled even after the lapse of sixty years of independence. The government then felt that because it was under Directive Principle of State Policy the command over education was a kind of moral or optional duty on everybody. In the year 2010, nearly sixty years after the commencement of constitution, the government brought a change to the status quo and brought education to part III of the constitution which constitutes the fundamental rights and duties. Now education has been declared as a fundamental right and brought under article 21(A).

The Constitution (Eighty-sixth Amendment) Act, 2002, inserted Article 21-A in it to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and

Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The need to address inadequacies in retention, residual access, particularly of un-reached children, and the questions of quality are the most compelling reasons for the insertion of Article 21-A in the Constitution of India and the passage of the RTE Act, 2009 in the Parliament.

The new law provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

The Right to Education Act-2009 was the right step by the government to bring both quantitative and qualitative improvement in education. The act has the following important points that have significance in the present context.

➢ Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education.

➢ No child shall be liable to pay any kind of fee or charge or expense which may prevent him or her from pursuing and completing the elementary education.

➢ Provided that a child suffering from disability as defined in the clause (i) of section 2 of the Persons with Disabilities Act, 1996, shall have the right to free and compulsory elementary education in accordance with the provision of the chapter V of the said act.

➢ Where a child is above six years of age and has not been admitted into any school, or though admitted, could not complete his or her elementary education then he or she shall be admitted to a class appropriate to the age and is to be provided special training to cope with others.

➢ It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

➢ It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

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- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

- Development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child-friendly and child-centred learning;

- Protection and monitoring of the child's right to free and compulsory education and redressal of grievances by the National and State Commissions for Protection of Child Rights which shall have the powers of a civil court; and

- A private unaided school, not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority, shall admit in Class I, to the extent of at least 25 per cent of the strength of that Class, children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory education to them.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory' in it. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. Simply speaking, the concept 'free education' means no fees shall be collected from the children for attending educational institutions funded by the state or receiving grant from the state funds. And the concept compulsory education means all children who attend the age 6 must go to school and will continue up to 14 i.e., after they complete class VIII.

'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the

Central and State Governments to implement this fundamental child right as enshrined in the Article 21-A of the Constitution, in accordance with the provisions of the RTE Act.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was amended in 2012 and the RTE Amendment Act came into force with effect from 1 August 2012. The Amendment Act *inter alia* provides for: (i) inclusion of children with disability as contained in the Persons with Disabilities Act 2005 and the National Trust Act under the purview of RTE Act and providing them free and compulsory education, and providing option for home-based education for children with severe disability; (ii) protection of the rights of minorities provided under Article 29 and 30 of the Constitution while implementing the RTE Act; (iii) exemption of Madrasas, Vedic Pathsalas and educational institutions imparting religious instruction from the provisions of the RTE Act.

3.1.5 Universal Access

As it been discussed previously, universalisation of access means making the provision essential for schooling so as to enroll each and every child of six years of age into a neighbourhood school. Access is not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, and girls in general, and children with special needs.

The statistics shows that the number of excluded children has declined steadily since 2001. The number of out-of school children in the age group 6-14 years was estimated at 32 million in 2001 (Census 2001). This represented 28.2 per cent of the population in the age group 6-14 years in 2005-06. A national level study commissioned by the Ministry of Human Resource Development (MHRD), Government of India through an independent agency [Indian Market Research Bureau (IMRB)] conducted in 2005, estimated the number of out-of-school children at 13.45 million during the year 2005-06. According to this survey, the number of out-of-school children accounted for 6.94 per cent (4.34 per cent in urban and 7.8 per cent in rural areas) of the total number of children in the age group 6-14 years in 2005-06.

The IMRB survey conducted in 2009 indicated that the number of out-of-school children declined from 13.45 million in 2005-06 to 8.15 million in 2009-10. These surveys indicated that the percentage of out-of-school children to total population in

the age group 6-14 years has decreased from 6.94 per cent in 2005-06 to 4.28 per cent in the year 2009-10.

There has been a decline in the percentage of out-of-school children across gender and all social categories such as Scheduled Castes, Scheduled Tribes and Muslim. The results of the surveys conducted in 2005 and 2009 indicated that the percentage of out-of-school girls to total girls in the age group 6-14 years decreased from 7.9 per cent in 2005 to 4.6 per cent in the year 2009. The percentage of out of-school SC children to total SC population in the age group 6-14 years decreased from 8.1 per cent in 2005 to 5.9 per cent in the year 2009; the percentage of out-of-school ST children to total ST population in the age group 6-14 years decreased from 9.5 per cent to 5.2 per cent during this period, while the percentage of out-of-school Muslim children to total Muslim population in the age group 6-14 years decreased from 10 per cent in 2005 to 7.7 per cent in the year 2009.

For enhancing the access level the government of India in different times has adopted different programmes and policies. These programmes, by and large have been instrumental in improving the access level of students. Some of the flagship programmes and their roles have been discussed hereunder.

(a) Operation Blackboard:

 Operation Blackboard (OB) was one of the programmes during earlier days to promote universal access. The National Policy on Education, 1986 and Programme of Action have recommended a number of schemes for the quantitative and qualitative improvement of primary education. One of these has been termed Operation Blackboard (OB) which aimed at substantial improvement of facilities in primary education. It was launched in 1987 to improve facilities in schools by providing for more teachers, rooms and teaching learning equipments. The OB Scheme seeks to bring both the quantitative and qualitative improvements in primary education. The scheme had three components, namely (i) an additional teacher to single teacher primary schools; (ii) providing at least two classrooms in each primary school; and (iii) providing teaching-learning equipment to all primary schools.

Operation Blackboard laid down the minimum level of facilities to be provided in all elementary schools which had so far been established and had prescribed the minimum level of funding for all primary schools to be opened in future. The goals were defined and were meant to be achieved within a stipulated time frame. The following were the main components of the programme–

● Provision of at least two reasonably large rooms that are usable in all weathers, with a deep Varandah along with separate toilet facilities for boys and girls.

● Provision of at least two teachers, as far as possible, one of them must be a woman in every primary school.

● Provision of essential teaching and learning materials.

(b) District Primary Education Programme:

District Primary Education Programme (DPEP), 1994, was the first programme initiated as a part of the larger Social Safety Net Credit Adjustment Loan under the Structural Adjustment Programme of the World Bank to India in 1991. The goal and objectives of funding and assistance of DPEP were within general discussion of universalisation of elementary education in India, with emphasis on access and quality. It aims to reduce the difference in enrollment, drop-out rate and leaving achievement among boys and girls, raising learning achievements in terms of measured achievement level and further the project is described as a first investment in long-term programme to improve the literacy and numeric skills of the citizens of India. So, keeping in view the large number of out of school children in 6-14 age groups the DPEP began in 1994 with 42 districts spread over seven states in the first stage and further expanded to 271 districts covering fifteen more states which were most educationally backward. The focus was on decentralized and participatory planning and monitoring of development initiatives.

(c) Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan (SSA), 2000, has been supporting several interventions to facilitate universal access and enrolment. These interventions have contributed substantially to the expansion of primary and upper primary schooling facilities and increase in enrolment. One of the key SSA priority tasks for achieving universal elementary education has been to ensure that all children in the age group 6-13 years have access to schools imparting elementary (primary and upper primary) education, within a reasonable distance from the residence of children. The RTE Act provides for children's access to elementary schools within the defined area or limits of neighbourhood.

A neighbourhood school is a school located within the defined limits or area of neighbourhood, which has been notified by the State Government under the RTE Rules. The norm followed by most States is to ensure availability of schools imparting primary education within a distance of 1 km. and schools imparting upper

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primary education within a distance of 3 km. from the habitation of residence of children. In the case of hilly terrain, sparsely populated and urban areas etc. relaxations in the distance norm have been made.

The SSA interventions which had a direct bearing on the progress towards the goal of universal access include the following:

- *Opening of new primary schools:* Since the commencement of the SSA, a total of 207,995 new primary schools were sanctioned to cover unserved habitations. Of the new primary schools sanctioned, 202,248 (97%) schools have been opened and made functional up to the academic year 2013-14. As a result, about 98 per cent of rural habitations have a primary school within a distance of 1 km.

- *Opening of new upper primary schools:* Since the commencement of the SSA, a total of 159,499 new upper primary schools were sanctioned under SSA to cover unserved habitations. Of the new upper primary schools sanctioned, 155,363 (97%) schools have been opened and made functional up to the academic year 2013-14. About 96 per cent of rural habitations have an upper primary school within a distance of 3 km.

- *Construction of additional classrooms:* Up to 2013-14, sanctions were issued for construction of a total of 1,603,789 additional classrooms. This has contributed to substantial improvement in the average Student Classroom Ratio (SCR), which improved from 36 in 2006-07 to 28 in 2013-14.

- *Provision of residential schools and hostels in remote tribal/forest/hilly/ desert areas:* In view of the fact that there are many sparsely populated areas with low density of population and there are many children in urban areas in need of care and protection, the SSA has provided residential facilities. Upto 2013-14, a total of 790 residential schools with an enrolment capacity of 86,750 students were sanctioned. Of the residential facilities sanctioned, 767 facilities (97.1 per cent) have been established.

- *Transportation/escort facilities:* Transport/escort facility was sanctioned for 147,600 children living in sparsely populated areas wherein opening of schools is not viable and for urban deprived children. A total of 55,647 children were provided transport/escort facility by the end of 2013.

- *Provision of uniforms:* Financial provisions were made for providing two sets of uniforms to all girls, SC/ST children and children belonging to Below Poverty Line families, wherever the State Governments have incorporated

provision of school uniforms as a child's entitlement in their State RTE rules, and where the State Governments are not already providing uniforms from the State budgets.

● *Special training for mainstreaming and age-appropriate admission of out-of-school children*: The RTE Act makes specific provision for special training for age-appropriate admission for out-of-school children. During the year 2012-13, financial provision was made for providing special training to 2.8 million out-of-school children, including never-enrolled children and those who dropped out before completing elementary education.

3.1.6 ''Check Your Progress'' – 1

1. What does article 26 of Universal Declaration of Human Rights say?

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2. What does 'free education' signify as per RTE Act?

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3. What does universalisation of access mean?

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3.2 ☐ The Issues of Universal Enrolment, Universal Retention and Universal Learning

Structure

3.2.1 Introduction

For the cause of universalizing primary education the first attempt was universalisation of provision or universalisation of access. The government, through different schemes has tried to establish more number of schools and to provide adequate facilities to the schools established so far. Now the next task is to make the programme a success. Here comes the task of enrolling the children when they become six years of age in the nearby school and ensuring their learning. But bringing children to school and making them learn is not a simple one. It involves three separate tasks. These tasks are of–enrolling the students, holding them in school from beginning till the end of school hour, and enabling each one to gain minimum proficiency in each subject. Let's read this sub-unit to know the details of these processes.

3.2.2 Objectives

After going through the unit content, you would be able to:

➢ Know the three-fold concept of universalisation of enrollment, retention and learning

➢ Understand how enrolment, retention and learning are essential for the success of school education

3.2.3 The Issue of Universal Enrolment

After the essential provisions have been made for universal access, the next target is to bring all the children of 6-14 years of age to school and register their names as *bona fide* student. This is called universalisation of enrolment. In India Considerable progress has been made so far for making the enrolment drive a success. Enrolment at the primary level was 19.16 million in 1950-51; which has been increased to 110.9 million in 1998-99. Compared to primary level, the growth in enrolment at the upper primary level is much impressive and substantial but is not adequate to attain the status of universal enrolment. From a low 3.12 million enrolment in the year 1950-51, enrolment at the upper primary level increased to 40.30 million in the year 1998-99 accounting for thirteen fold increase as against six times at the primary level.

The enrolment in primary education during the period 2000-01 to 2013-14 has increased by 18.6 million (from 113.8 million to 132.4 million) and the enrolment in upper primary education has increased by 23.7 million (from 42.8 million to 66.5 million). The NER (Net Enrolment Ratio) in primary education has improved to about 88.1 per cent in 2013-14. The NERs, however, vary widely among States/UTs.

Special interventions and strategies have been adopted to include girls, SC/ST children, working children, children with special needs, urban deprived children, children from minority groups, children below poverty line, migratory children and children in the hardest-to-reach groups. These are indeed children who have historically remained excluded from education and are at high risk of dropping out even after enrollment if special attention is not paid.

a. The Anatomy of Enrolment

Exclusion of children from formal school framework effectively denying their right to education requires careful analysis. Children who fail to benefit from formal school education do not constitute a monolithic group. For some of these, school is genuinely outside their reach in physical terms. Some others fail to join school, even if it is available in the neighbourhood, due to social and economic reasons. Some join school, but never physically participate in the education process. Yet, some others leave school without completing even the lower primary cycle of five years. Some complete five years of schooling but do not move into the upper primary cycle. There are some who are officially on the rolls of school but precariously placed; they remain largely absent and are unable to benefit from the schooling process. There are also those who complete the lower primary or even upper primary schooling in

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physical terms but hardly benefit in terms of acquiring cognitive capabilities. It is obvious that one cannot place all these children in a single basket as failing to benefit from school. Rather, one may wonder, whether it is children who are failing to benefit or it is indeed the school system that is failing to reach education to the children.

Zone 1: Never Enrolled Children

First category (**Zone 1**) of the excluded consists of those children who are not enrolled in primary school at all. This would include those for whom the school is inaccessible due to physical location or other kinds of inaccessibility.

Zone 2: Children Dropping Out at the Primary Level

Zone 2 consists of children who are traditionally referred to as 'school drop outs'. These are children who are enrolled in primary schools but either never attend the school or leave the school without completing even five years of schooling which corresponds to the lower primary stage of education. These children may acquire some literacy skills but are largely unsustainable if no provision for continuing education is made available. There are also other kinds of exclusion. For instance, even while attending the schools children face social and cultural barriers and discriminatory practices in admission and evaluation as well as adverse teaching learning conditions in the school defeating the very purpose of universal education.

Zone 3: Children at Risk of Exclusion

Zone 3 can be called the zone of silent exclusion consisting of children who attend the school but do not benefit from their participation and therefore are constantly at risk of leaving the school. This would include also those children who are not regular in attendance or even if they attend the full cycle, do not acquire learning competencies commensurate with their age and Grade.

Zone 4: Children Who Complete Primary but Do Not Enter Upper Primary Level

Zone 4 includes that group of children who complete the lower primary cycle but do not join the upper primary either by choice or due to inaccessibility. This fourth group consists of those students who complete primary education but are not in a position to go for upper primary education. The transition rate of students from lower primary to upper primary education was not good during the nineties. But the trend has got a shift though slowly. Some states like Uttar Pradesh, Bihar, Meghalaya,

Odisha, and Madhya Pradesh remain behind the national average in transition rates. But other states have significant improvement in this respect.

Zone 5: Children Who Enter Upper Primary but Drop out

Zone 5 consists of children who complete Grade 5 and join Grade 6, which is the first year of the upper primary or middle school cycle and ends with the completion of compulsory education age group, but leave the school without completing the full cycle. Considering that children by then would have grown up, moving from pre-adolescent to adolescent age group, the dynamics of participation or dropping out would be probably different from what is observed at the lower primary stage.

The free and compulsory education period corresponds to the eight years of elementary schooling, generally divided into lower primary and upper primary. Almost all data sources indicate that dropping out of school among older children of 11-14 years is much higher compared to those of lower age group. In fact, the situation is quite alarming as despite the claim of substantial decline in drop-out rate during the last few decades, more than half of the children who enroll in upper primary schools do not complete the upper primary cycle. The situation is really serious with respect to socially under-privileged groups. The development programme carried out in education during the last several decades has not been able to make a significant impact on the participation behavior of children from SC and ST groups. The drop-out rate for girls continues to be much higher than that for boys among both SCs and STs. A significant proportion of girls left school due to their engagement in domestic chores. Apart from this, large proportion of girls of 10-14 years old had to leave school due to 'other' reasons which could include socio-cultural factors including early marriage.

b. The Intake Rate

One of the important indicators that give information on coverage of child population (age-6) is the intake rate. Both the planners and policy makers are interested in this rate which is unless brought to hundred, the goal of universal primary enrolment cannot be achieved. The indicator considers enrolment in Grade I and population of age-6. The *Gross Intake Rate* considers total enrolment of Grade I irrespective of age whereas, enrolment in Grade I of age-6 is considered in *Net Intake Rate*. But in India, age-specific enrolment data is not available from the official sources. However, the same is available from the information system created under the DPEP. Based on this set of data, percentage of enrolment in Grade I of age-6 have been worked out. Since the data was available only for twelve states, average of these states was

applied to remaining states to workout intake rates. The results suggest that the percentage of enrolment in Grade I of age-6 was highest in Tamil Nadu (76 per cent) and lowest in Gujarat (35 per cent). At the all-India level, the *Gross Intake Rate* in 1997-98 was 116 per cent compared to the Net Intake Rate of 68 per cent. This indicates that as many as 32 per cent of the total children aged-6 years were not enrolled in the system. The boys/girls differential in gross and net intake rate was of the tune of 21 and 13 percentage points. Further, a few states have lower net intake rates than the all-India average. All this suggests that rigorous efforts are needed to bring all unenrolled children, especially girls under the umbrella of education system.

c. The Enrolment Ratio

There is wide variance in different parts of the country as far as the enrolment ratio is concerned. The enrolment ratio is of two kinds–Gross Enrolment Ratio and Net Enrolment Ratio. Gross Enrollment Ratio (GER) or Gross Enrollment Index (GEI) is a statistical measure used in the education sector and by the UN in its Education Index to determine the number of students enrolled in school at several different grade levels (like elementary, middle school and high school), and use it to show the ratio of the number of students who live in that country to those who qualify for the particular grade level. The United Nations Educational, Scientific and Cultural Organization (UNESCO), describes 'Gross Enrollment Ratio' as the total enrollment within a country "in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.

Net enrolment rate (here, in primary education) is the number of pupils of official primary school age who are enrolled in primary education as a percentage of the total children of the official school age population. Where more than one system of primary education exists within the country the most widespread or common structure is used for determining the official school age group.

As far as GER is concerned we find gap between the GER of boys and girls so also state-wise variance. But the figure improved considerably since 1950. We also find a significant gap between GER and NER at the primary level. The NER in case of boys and girls in 1997-98 was as low as 78 and 64 per cent, which suggests that boys/girls differential in NER to be of 14 percentage points. The overall NER at the primary level was 71 per cent, which suggests that at least 29 per cent children of the age group 6-11 were out-of-school in 1997-98. The educationally backward states have lower NER than the all-India average of 71 per cent. An NER of 71 per cent

does not guarantee that all these children attend school regularly. This can be known only if the average daily attendance is analyzed. From the regular sources, it is not possible to obtain idea about children attending schools. However, on household sample basis NSSO collected data on school attendance. It may be noted that because of the difference in data collection methodology and years for which information is available, different data sets i.e. MHRD, NCERT and NSSO are not comparable. However, they give reasonably good indication regarding children attending school.

d. Efforts of Sarva Sikshya Abhiyan to Improve Enrolment

Sarva Sikshya Abhiyan-2000, the current flagship scheme on elementary education has undertaken the following activities to improve enrolment. These are:

   i. Identification of Out of School Children:

In order to enroll all children in school it is imperative that all out of school children be brought into the school first. This calls for an intensive identification of all children who are in the school and who are out of school followed by enrolment and back to school drive. This also calls for a strategy given as follows:

1. Data collection on School Going Children

2. Identification of Out of School Children

3. Enrolment of all children in Schools/AIE Interventions

4. Regular child wise tracking of out of school/back to school children throughout the academic session

   ii. School Chalein Hum Abhiyan 2009-10

School Chalein Hum Abhiyan is the campaign designed to implement the above mentioned three pronged strategy. This includes:

● Mobilisation and motivation of all families and community for their children's enrolment and education.

● Preparation of Village Education Registers/ Urban Ward Education Registers for data collection and identification of school going/out of school children.

● Enrolment drive for all eligible children focusing on back to school strategies for Out of School children

   iii. Alternative and Innovative Education

AIE (Alternative and Innovative Education) activities for Out of School Children include :

- Incentives like Free Text Books, scholarships, MDM, etc. to enrolled children.

- For girls' enrolment: incentives like scholarships, uniforms, cycles, etc. Other strategies like KGBV & girls Hostel.

- Support for additional seats increased in Ashram Shalas/ Hostels run by Tribal Welfare Department and SC Welfare Department

3.2.4 The Issue of Universal Retention

Universal retention means after joining school, the child should remain there till s/he completes his/her primary school course. Universal retention also means ensuring that every child progresses regularly from year to year, so that there is no stagnation and that a student does not leave the school before the completion of the prescribed age and class. So there is no wastage. But it is found that most of the children leave schools at any stage before completion of their courses. Two major problems stood as stumbling block on the path of retention, theses are-wastage and stagnation. These two are the major causes of drop-out.

Available data relating to drop-out rates indicate that during the period 2000-01 to 2008-09, the over-all drop-out rate for Classes I-V declined by 15.8 percentage points. The drop-out rate for Classes I-VIII has declined by 11.4 percentage points during this period. There has been a steady decline in dropout rates in primary education since 2009-10. Between 2009-10 and 2012-13, the annual average drop-out rate in primary education declined from 9.1 per cent to 4.7 per cent. During the period 2000-01 to 2008-09, the overall drop-out rate for SC students at primary stage (Classes I-V) declined by 18.5 percentage points. The over-all drop-out rate for SC students at the elementary stage (Classes I-VIII) declined by 12.8 percentage points during this period. During the period 2000-01 to 2008-09, the over-all drop-out rate for ST students in primary education (Classes I-V) declined by 21 percentage points. The over-all drop-out rate for ST students in elementary education (Classes I-VIII) declined by 10.4 percentage points during this period. The dropout rate, though declining from year to year, still remains a major challenge. The transition rate (from primary to upper primary stage) increased from 81.1 per cent in 2007-08 to 89.6 per cent in 2012-13.

A study commissioned by the Government of India on measuring student and teacher attendance in 2012-13 covering 27 states reported significant improvement in

the average overall attendance with regard to both teachers and students in comparison with a similar study conducted in 2006-7, covering 23 States. The study indicated that the average student attendance at the primary stage increased from 68.5 per cent in 2006-07 to 76.2 per cent in 2012-13 while the average student attendance at the upper primary stage increased from 75.7 per cent in 2006-07 to 77.8 per cent in 2012-13. In the case of teachers, the overall attendance at the primary stage improved from 81.7 per cent to 84.3 per cent and from 80.5 per cent to 81.3 per cent at the upper primary stage during the period 2006-07 to 2012-13.

This declining drop-out rate and increase in transition rate from lower primary to upper primary has been possible due to investment made in terms of expansion of schooling facilities, bridging gender and social category gaps in elementary education, and quality improvement initiatives, including improved school infrastructure, enhanced teacher availability, sustained academic support, Mid-day meal programme, awareness generation, increased community participation, curricular reforms and a rights-based approach.

Some Recent Programmes on Retention Measure

a. Sarva Shiksha Abhiyan (SSA):

b. National Programme of Mid-Day Meal in Schools (NP-MDMS):

The National Programme of Mid-Day Meal in Schools is now covering all children studying in Classes I-VIII in Government, Government-aided and Local Body schools, National Child Labour Projects schools, and Madrasas and *Maqtabs* supported under SSA.

3.2.5 The Issue of Universal Learning

After the students were retained the next problem is achievement or learning. It has been found out that a large portion of students are promoted from class 1 to class VII/VIII, but they terribly lack the basic knowledge of subjects. Even they have failed to master the basics of numeracy and literacy. Hence the government felt the need of providing the minimum amount of knowledge to all children for all classes. Here comes the concept of universal learning. The National Policy on Education-1986 had adopted a strategy to tackle this problem which was popularly known as Minimum Levels of Learning (MLLs).

The need to lay down minimum levels of learning (MLL) emerged from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The MLL strategy is an attempt to combine quality with equity. It lays down learning outcomes in the form of competencies or levels of learning for each stage of elementary education. The strategy also prescribes adoption of measures that will ensure achievement of these levels by children both in formal schools and in NFE centres.

The focus of the MLL strategy is development of competency-based teaching and learning. Preliminary assessment of the existing levels of learning achievements has revealed that they are quite low across several districts. Minimum levels of learning in respect of three subjects, namely language, mathematics and environmental studies, have already been laid down for the primary stage. It has been stressed that the emphasis should be on concept formation rather than on content. The burdens of non-comprehension and overload of content are forcing children to resort to rote memorisation. The issues of content versus concept, understanding versus rote memorisation, unachievable content load versus achievable set of competencies, have been integrated into the new MLL approach. Minimum levels of learning have been specified in terms of competencies expected to be mastered by every child by the end of a particular class. The programme has been initiated throughout the country with the help of voluntary agencies, research institutions and others concerned. Minimum levels of learning for the upper primary stage are now being finalised.

To monitor improvement in children's learning levels and to periodically assess the effectiveness of the education system as whole in terms of student learning, the National Council of Educational Research and Training (NCERT) has been periodically conducting National Achievement Surveys (NAS) since 2001 for Classes III, V and VIII. The purpose of these surveys is to obtain an overall picture of what students in specific Classes know and can do and to use these findings to identify gaps and diagnose areas that need improvement. This information is used to formulate policies and interventions for improving student learning.

However, for making universalisation of learning a reality, the following factors are to be considered.

● **Early intervention** (priority to investment in quality early years education and care)

- **Teacher quality** (the most significant in-school factor influencing students' performance)

- **School-related factors** (e.g. the learning environment, leadership, and focus on achievement)

- **System-related factors** such as **accountability** (performance assessment and publication of information), **autonomy** (flexibility in staffing and in the capacity to respond to students' needs) and **choice** (the incentive to meet parental expectations, in terms of performance and broader outcomes of schooling)

- **Educational strategies targeted** at particular needs, based on evidence about what works for particular students in particular contexts.

3.2.6 ''Check Your Progress''–2

1. Who are school drop outs?

2. How is the gross intake rate different from that of the net intake rate in primary education?

3. What do you mean by universal learning in primary education?

3.3. □ Issues of Quality and Equity : Physical, Economic, Social, Cultural and Linguistic, Particularly With Reference to Girl Child, Weaker Section and Disabled

Structure

3.3.1 Introduction

After the students are enrolled, retained and made to learn something, the next target before us is to know how far the education bears authenticity. That means the students must receive education which is up to a standard and not of compromised quality. It depends on their exposure to curricula and some other factors. The next target is to see whether education is provided according to the principle of equity. Equity means availability of facility as per one's merit, need and capacity. Here we must know the factors that affect the process of equity. In India the matters of quality

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is a concern for all children and the factors of equity are largely applied to three sections of society–the women mass, the weaker sections like SCs and STs, and the disabled. Let's read this sub-unit to know things in detail.

3.3.2 Objectives

After going through the unit content, you would be able to:

➢ Know different dimension of equity and quality

➢ Understand how these concepts affect the socially marginalized groups

3.3.3 Concept of Equity

Equity means not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children belonging to Scheduled Castes, Scheduled Tribes, minority communities, landless agricultural workers, and children with special needs, etc.- can avail the opportunity of education. The concept has two-folded meaning and the meanings are:

1. Equity as minimum standards

The common approach equates equity with *equality*, which can mean either a *basic minimum standard* for all (circumstances of birth should make no difference and every student, regardless of social background, should have equal prospects for educational achievement) or *equal outcomes* for all, regardless of social and family background.

2. Equity as fairness

The most widely understood and accepted meaning of equity in education is in the sense of *fairness*, defined as making sure that personal and social circumstances are not obstacles to achieving education potential. This implies that specific instances of disadvantage will be addressed and overcome.

The focus of equity is on bridging the gender and social category gaps in participation in education. It recognises the right of every individual to education without discrimination on any grounds and accordingly gives priority to education of the excluded, vulnerable, under-served and other disadvantaged groups. The main thrust is to ensure that educational opportunities are available for and accessible to all segments of the society. The approaches include special initiatives for enhancing

access to quality education for disadvantaged and weaker sections of the community such as the Scheduled Castes, Scheduled Tribes, other backward classes, children belonging to Muslim community and differently-abled children. The focus on equity also envisages approaches that would help meet the learning needs of diverse groups of pupils and provide opportunities for all learners to become successful in their learning experiences.

In order to harness a society which is more equitable through education, the following considerations can be made:

- providing access to high quality education without discrimination
- addressing Indigenous disadvantage
- ensuring that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes
- reducing the effects of other sources of disadvantage
- encouraging contribution to social cohesion

3.3.4 Concept of Quality

Quality can be interpreted as the presence of certain attributes which has been made standard for an organization or for a course or for an activity. This benchmark or the standard of a system or an institution aspires which counts the authenticity or validity of a course or a process or a set of activities. It includes the relevance of that course or process or activity and how excellently they are done.

Achieving excellence and improving the relevance of education by enabling all children and young people achieve expected/specified learning outcomes remains a key goal of education sector and development programmes in India. The core elements of the strategy for achieving excellence include:

(i) strengthening the quality of teaching–learning processes through comprehensive concerted large scale efforts with simultaneous attention to how these processes translate into better outcomes;

(ii) enhancing the motivation, capacity and accountability of teachers for improving learning outcomes at all levels;

(iii) improving governance of educational institutions through institutional focus on quality, based on principles of autonomy, accountability and performance, along with measures for re-defining the recruitment criteria, eligibility of teachers and merit-based processes of recruitment in these institutions;

(iv) encouraging innovations and diversity of approaches in matters of curricula, pedagogies and community engagements in order to respond to the diversity of learner groups, and

(v) strengthening the monitoring and accountability mechanisms.

To bring quality in school education, Sarva Sikshya Abhiyan-2000 has taken a good number of steps. One of the goals of Sarva Shikshya Abhiyan (SSA) is to provide elementary education that is of equitable quality to every child. During the initial years of SSA, the focus was on ensuring physical access and equity, and building school infrastructure along with recruitment of teachers. Having achieved near universal access at the primary level, the focus is now on quality improvement and enhancing student learning.

Approaches to fostering quality education

A series of programmes have been initiated by the Central and State/UT Governments to foster quality education and improve student learning outcomes. These programmes seek to bring about a broad shift towards schools and systems that are child-friendly and inclusive, responsive to each child's learning needs and able to ensure student learning. The approaches to fostering quality education at the elementary stage include the following:

1. Improvement of school infrastructure: An important aspect of the efforts aimed at qualitative improvement of elementary education has been the programmes designed to improve school infrastructure and improvement of learning environment in all schools.

2. Increasing teacher availability: The SSA has been investing a substantial proportion of its funds in recruitment of additional teachers for Government schools. This has brought about a substantial increase in the number of teachers. The total number of teachers engaged in teaching in schools imparting elementary education was 5.22 million in 2006-07. This increased to 7.72 million in 2013- 14 (U-DISE, NUEPA). Up to March 2013, 1.48 million additional teachers have been appointed under SSA. In addition, 2.65 million teachers were recruited by the State governments.

3. Training of in-service teachers: Periodic in-service teacher training for up to 20 days in a year, 30 days of induction training for newly recruited teachers, and two-year training for teachers who do not meet professional qualification as laid down by the National Council of Teacher Education (NCTE) constitute an important component of the quality improvement initiative. These programmes are designed to strengthen teacher capabilities in teaching subject contents, especially maths, science and social

studies; new pedagogical approaches like handling multi-grade classrooms, inclusive education, and child-centred classroom transactions. The training modules include inputs for specific programmes like early grades reading, teaching of science and maths at upper primary stage, and continuous and comprehensive evaluation. SSA provides for in-service training for about four million teachers annually and for training of about 600,000 untrained teachers to acquire professional qualifications.

4. Teacher Qualification and Teacher Eligibility Test (TET): The proportion of trained teachers has shown a positive trend during the past few years. The proportion of professionally trained teachers at the elementary stage of education (Classes I-V) increased by 9.3 percentage points during the period 2005- 06 to 2013-14 (U-DISE, NUEPA). However, the proportion of trained contract teachers was only 49.37 per cent in 2010-11. About 640,000 teachers in the government schools across the country are yet to acquire the qualifications prescribed by NCTE. Out of these untrained teachers, more than 450,000 are pursuing different programmes supported by government through SSA, to obtain professional qualifications as per the norms.

5. Strengthening academic support structures: For decentralised training and academic support to teachers, a total of 6,742 Block resource Centres (BRCs) and 77,520 Cluster resource Centres (CRCs) have been set up. The BRCs and CRCs (one CRC each for 6-10 schools) cater to the needs of a group of schools for conducting various in-service training programmes and also for extending regular academic support and supervision to schools. The subject-specific Resource Persons, based in the BRCs and CRCs, conduct training programmes for teachers. They also visit schools in the cluster/block to provide on-site academic support to teachers on pedagogic and content-related issues. The BRCs and CRCs are also involved in academic monitoring of schools, classroom observations and development of resource materials for teachers and students. Monthly meetings of teachers are organized at CRCs for regular sharing of experiences relating to teaching-learning process and to have reflective discussions. The DIETs (District Institute of Education and Training) supervise and mentor these resource centres.

6. Curricular reforms: Curricular reforms involving revision of syllabus and textbooks based on the National Curriculum Framework, 2005 prepared by the National Council of Educational Research and Training (NCERT), facilitating learning in age-appropriate classes, improving learning through the provision of library and other supplementary materials and the selection of appropriate pedagogy for various levels of school education, multi-lingual education for tribal children to facilitate their transition from home language/mother tongue to the State language of instruction, and creation of joyful learning systems constitute important aspects of quality improvement initiatives.

7. Focussed programmes for ensuring learning: Most of the States have designed specific interventions targeting children in Classes I & II to improve learning outcomes. There are a variety of focused programmes being currently implemented across states. Chandigarh, Uttar Pradesh, Himachal Pradesh, Uttarakhand, Punjab, Haryana have adopted the NCERT model of early reading; Tamil Nadu, Puducherry, Karnataka, Gujarat and Nagaland are implementing activity-based learning methodology; Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand and Maharashtra have developed their state-specific models for early reading and mathematics; Madhya Pradesh has provided supplementary readers developed by NCERT and conducted teacher training with support from NGOs; Assam is implementing a pilot with 200 schools across two districts. Remaining states will start implementation in 2014-15.

8. Development of learning indicators: The NCERT has developed learning indicators to determine expected learning outcomes of all classes covering all subjects. Several states (Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Uttar Pradesh, Odisha) have developed state-specific learning outcomes based on their curriculum. The purpose is to track each child's performance through continuous comprehensive evaluation (CCE).

9. Development of a framework for teacher performance standards for accountability: The NCERT has developed a framework for *Performance Indicators for Elementary School Teachers (PINDICS)* and shared with the states.

10. Development of School leadership: To improve school leadership competence of school headmasters and educational administrators, a new National Centre for School Leadership (NCSL) within the National University of Educational Planning and Administration (NUEPA), has been set up. The NCSL has developed the framework and curriculum for school leadership.

11. Development of indicators for School performance assessment: The National University of Educational Planning and Administration (NUEPA) is in the process of developing indicators for school performance assessment. The initiatives include (a) development of school performance standards to provide common core and expectations for all schools (b) guidance on strategies for helping schools to improve their performance, and (c) use of the performance standards as the reference or benchmark for both internal and external evaluations of the school.

12. Continuous and comprehensive evaluation (CCE): A key aspect of the programmes to foster quality education and student learning has been the efforts under SSA to move towards continuous and comprehensive modes of learning assessment. Under the continuous and comprehensive evaluation process, each

child's learning progress is continually tracked as an integral part of the teaching-learning process. CCE has been envisaged in the RTE Act, 2009 as a means to assess the progress taking place in a child over time in different subjects, to identify individual and special needs, accordingly plan teaching-learning situations to help the child and to provide evidence of children's progress to parents and community.

13. Use of Information and Communication Technology (ICT) in schools: The use of information and communication technology to complement and supplement classroom teaching and learning is pursued as an important strategy for fostering quality education at elementary and secondary stages of education. Both under SSA and RMSA, States have been assisted to provide computer hardware and related facilities.

14. National Repository of Open Educational Resources (NROER): The Central Institute of Educational Technology (CIET), NCERT has designed a National Repository of Open Educational Resources (NROER) which is a store house of e-content, targeted at students from Classes I to XII.

15. Enhanced funding for quality improvement: SSA funding for quality improvement includes several interventions. These include teacher salary, teacher professional development, capacity building of Block and Cluster-level functionaries, teacher and school grants, child entitlements of textbooks and uniforms, computer-aided learning and specific programmes for enhancing learning. For the year 2012-13, 69 per cent of the total SSA funds were earmarked for quality improvement components.

3.3.5 Dimensions of Equity and Quality

Both quality and equity are twin concepts and many a times overlap each other. The following discussion delineates different facets or aspects from which these two concepts can be viewed. Let's discuss these one by one.

3.3.5.1 Physical Dimension

As far as physical dimension is concerned to bring equity and quality in education we must first look to the access and exposition that our children have for learning. If they have schools nearby (within one km of their house), if the school has enough infrastructure and if the school situates itself in an environment which is prone to education then we can say the problems relating to physical dimension is squarely solved.

3.3.5.2 Economic Dimension

The ability to address the challenges facing the education sector and fully implement the planned programmes will depend heavily on resource availability. A key challenge relates to the need for maintaining a level of financial, material and human resources that are required to support both expansion and qualitative improvement of education at all levels and the utilization of the existing/available financial and human resources more efficiently. In India a large section of people do not have the capacity to send their children to schools because they lack the fund needed for it, even if the price they are going to pay for the education of their children at primary level is meager. This is not something the school takes, but for the maintenance of the education of their children, like purchasing of books and papers, visiting to different places of historical or geographical or of scientific importance. Hence we largely depend on public spending in education.

3.3.5.3 Social Dimension

Equity is purely a concept because we have social problems to be solved. And quality has also its social bearing. In India the social plurality has created sections of people who enjoy all kinds of benefits, and another section of people who really are deprived of all benefits. The principle of equity intends to bring these sections back to the mainstream life by making them capable. The NCF–2005 maintained the principle of equity and quality while delineating principles for curriculum construction; these are–

➢ resonance of the values enshrined in the Constitution of India;

➢ sensitivity to gender, caste and class parity, peace, health and needs of differently-abled children;

➢ infusion of environment-related and work-based knowledge at all levels of school education and in all subjects of study;

➢ linkages between school knowledge in different subjects and children's everyday experiences;

➢ appropriateness of topics and themes for relevant stages of children's development and continuity from one level to the next;

➢ inter-disciplinary and thematic linkages between topics listed for different school subjects which fall under discrete disciplinary areas; and

➢ nurturing aesthetic sensibility and values by integrating the arts and India's heritage of crafts in every aspect of the curriculum.

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3.3.5.4 Cultural Dimension

Education is purely a cultural construction. No other animal except humans do pursue education. So a significant portion of education we provide to our children has a cultural loading. Because we want our children to be a fit to the culture we belong to. In this context the National Curriculum Framework-2005 has categorically stated about how to bring equity and quality in school learning. The NCF-2005 identifies educational aims as comprising the following as related to Indian culture:

- ➤ a commitment to democracy and values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights;

- ➤ a sensitivity to others' wellbeing and feelings, together with knowledge and understanding of the world which would form the basis of a rational commitment to values;

- ➤ a capacity to learn and willingness to unlearn and relearn as means of responding to new situations in a flexible and creative manner; and

- ➤ appreciation of beauty and art forms as an integral part of human life.

But one of the problems of our culture is the existence of cultural lag. That means there exists a gap between the material aspect of culture and the non-material aspect of it. Moreover, we have also wide cultural differences in different parts of our country. This creates challenge for us. So education must do the ground works for maintaining cultural pluralism in true spirit. But the problem comes when the culture itself stands as a stumbling block on the path of education. There are some cultures which glorify and value education, and there are some cultures that do not. This creates difference in their outlook which ultimately affects the education of young children.

3.3.5.5 Linguistic Dimension

India is a country that harbours many languages. Each language has its own conception of education which has close relation with its linguistic roots. So we have variety in our education system. But as far as primary education is concerned, we must maintain uniformity as prescribed by Kothari Commission, 1964-66. This has become a challenge for us. The National Policy on Education, 1986 has earmarked ten core components to be taught to all children. But that does not make the end of linguistic issues. The problem of bilingual parents, the parents who work in other states and tribal children face severe language problems. Many tribal languages have no scripts at all. So they all face an extra burden of language which others do not. This affects the performance of learners to a great extent. The government does not have clear cut solutions for this.

3.3.6 Issues Relating to Girl Child

In India the socio-cultural factors have pushed women into a space of quagmire and darkness. After independence the government and many private bodies have tried to ameliorate their plight and have got success. But that is beyond satisfaction. The girls, particularly in the field of education remain behind the boys in all levels and in all areas. This has to be addressed with intense priority. Gender concern is not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986/92, i.e. a decisive intervention to bring about a basic change in the status of women.

Recent years have witnessed some positive developments with respect to girls' education but despite these positive trends, gender disparity does not seem to be getting reduced significantly over the years. Even the GER for girls does not touch the 100 per cent mark at the lower primary stage. If one reduces around 18-20 per cent of this as due to presence of over-age and under-age children, the proportion of girls in the age group 6-11 who are enrolled in primary schools would be less than 80 per cent. The overall difference in the enrolment ratio between boys and girls continues to be at around 10 percentage points. The situation is even more disturbing at the upper primary stage where the enrolment rate for girls falls below 60 per cent. A similar problem of inequity in coverage and participation could be observed with respect to different social groups traditionally identified as under-privileged.

Despite special provisions in the Constitution to meet the educational requirement of such groups as SCs and STs, the situation has remained far from satisfactory. This gets compounded if the children live in rural areas and are female. The tribal girls in rural areas are in the most disadvantaged position, since only 51 per cent of them are found in schools, whereas around 80 per cent of all girls could manage to attend schools in urban areas. Some special initiatives are currently under implementation to bridge the gap between boys and girls and also between different social groups and between rural and urban areas. For instance, Government of India has recently identified more than 3000 educationally backward blocks that need greater attention while implementing different educational schemes including the National Programme of Education of Girls at Elementary Level (NPEGEL) (Annual Report MHRD, 2006-07: 21). Also, 354,000 *anganwadis* and 50,000 ECCE centre are being supported in non-ICDS areas to help free girls from sibling care in order that they attend schools regularly. Free uniforms have been provided to about 20 million girls in Educationally Backward Blocks. Another Scheme launched in 2004, namely *Kasturba Gandhi Balika Vidyalaya* (KGBV) involves providing residential schooling facilities for girls

at upper primary level, mainly in areas with predominantly under-privileged communities. 2,075 residential KGBV schools have been sanctioned in SC/ST and minority dominated areas.

Key initiatives for bridging gender gap in elementary education

Women constitute 48.46 per cent of the total population of India in 2011 (Census of India, 2011). The goal of bridging gender gap in education and women's empowerment has received priority attention in all Five-Year Plans. The *Sarva Shiksha Abhiyan* (SSA) provides a special focus on education of girls. Bridging gender gaps in elementary education continues to be a key goal of the SSA. The SSA has mainstreamed gender concerns in all activities under the programme. In addition to programmatic interventions undertaken to promote girls' education within the mainstream elementary education system such as ensuring the availability of primary and upper primary schools within the habitation as prescribed under the RTE Rules, provision of uniforms, textbooks etc., girls' education is pursued through certain specific interventions subsumed under SSA namely, the National Programme for Girls Education at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV). Let's discuss some of the initiatives.

1. National Programme for Education of Girls at Elementary Level (NPEGEL): The National Programme for Education of Girls at Elementary Level (NPEGEL) launched in 2003 is implemented in Educationally Backward Blocks (EBB) and addresses the needs of girls who are 'in' and 'out' of school. Since many girls become vulnerable to leaving school when they are not able to cope with the pace of learning in the class or feel neglected by teachers/peers in class, the NPEGEL emphasises the responsibility of teachers to recognize such girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out.

2. Kasturba Gandhi Balika Vidyalaya (KGBV) scheme: The Kasturba Gandhi Balika Vidyalayas (KGBVs) are residential upper primary schools for girls from Scheduled Caste (SC), Scheduled Tribe (ST), and Other Backward Classes (OBC) and Muslim communities. KGBVs are set up in educationally backward blocks where schools are at great distances and are a challenge to the security of girls and often compel them to discontinue their education.

*3. Mahila Samakhya Programme***:** The *Mahila Samakhya* (MS) programme was started in 1989 for the education and empowerment of women in rural areas, particularly those from the socially and economically marginalized groups. The main focus of the programmatic interventions under the MS programme has been on

developing capacities of poor women to address gender and social barriers to education and for the realisation of women's rights at the family and community levels.

Key programmatic thrusts under SSA for promoting girls' education

➢ Ensuring the availability of primary schools within one kilometer of the habitation of residence of children and upper primary schools within three kilometers of the habitation;

➢ Provision of separate toilets for girls;

➢ Recruitment of 50 per cent of women teachers;

➢ Early childhood care and education centres in or near schools in convergence with Integrated Child Development Services (ICDS) scheme to free girls from sibling care responsibilities;

➢ Special training for mainstreaming out-of-school girls;

➢ Teachers' sensitization programmes to promote equitable learning opportunities for girls;

➢ Gender-sensitive teaching-learning materials, including textbooks;

➢ Intensive community mobilization efforts;

➢ "Innovation fund' for need-based interventions for ensuring girls' attendance and retention.

➢ National Programme for Girls Education at Elementary Level (NPEGEL);

➢ Residential programme for education of disadvantaged girls in educationally backward Blocks—Kasturba Gandhi Balika Vidyalaya (KGBV).

3.3.7 Issues relating to Education of Weaker Sections

As discussed previously, India is the land of multiplicity and plurality. And within it exists diversity and disparity. The SCs and STs in particular are the group of people who have been historically neglected for a hundreds of years due to different reasons. This needs a serious attention. And education is one of the biggest platforms where the problem of education can be solved. The government of India, after independence, has tried, through its various programmes to ameliorate the condition of SCs and STs. And there has been substantial increase in enrolment in elementary education of children from disadvantaged population groups such as

Scheduled Castes (SC), Scheduled Tribes (ST), and children belonging to minority communities. Between 2000-01 and 2013-14, the GER in primary education for SC children has increased from 96.8 per cent to 113 per cent, while the GER in upper primary education increased from 65.3 per cent to 98.3 per cent. The GER for ST children in primary education has increased by 12.1 percentage points while the GER in upper primary education has increased by 31.1 percentage points during the period 2000-01 to 2013-14. The number of Muslim children enrolled as percentage of total enrolment in elementary education was 13.7 per cent in 2013-14 (the share of Muslim population in the total population was 13.43 per cent in 2001).

The participation of SCs and STs at the primary level is more or less in proportion to their share in the population. Drop-outs, though declining, continue to be significantly large [primary stage (classes I-V), SC 49 per cent, ST 64 per cent; upper primary stage (classes VI-VIII), SC 68 per cent, ST 79 per cent]. Gender disparities are conspicuous among SCs and STs.

To ensure universal access and enrolment of SC children in rural areas, priority is given to the needs of SC habitations and hamlets in opening primary and upper primary schools. For SC children access and enrolment are assured primarily in the formal schools. Where they are not able to attend these, provision is made for non-formal and distance education centres. Every ST habitation is being provided with a primary school or other suitable institution. In tribal areas, the educational plan is being implemented in an integrated manner. Pre-school education, non-formal education, elementary education and adult education are being organically linked and integrated to ensure achievement of total literacy of the entire population.

Adequate incentives are given to the children of SC, ST and other backward sections in the form of scholarships, uniforms, textbooks, stationery and midday meals. All schools, NFE centres, and pre-school centres in SC/ST habitations are being equipped with necessary infrastructural facilities in accordance with the norms laid down for Operation Blackboard and for achieving MLL. Operation Blackboard has already covered almost all schools in tribal areas. Indigent SC/ST families are given incentives to send their children, particularly girls, to school.

SSA Intervention on Elementary Education of Weaker Section

Bridging social category gaps in access to and participation in elementary education has been one of the major goals of the SSA. While several programmatic

interventions to reduce social category gap in education are pursued within the mainstream elementary education system, certain context specific interventions are undertaken to tackle problems relating to participation in education of disadvantaged groups such as the Scheduled Castes (SCs), Scheduled Tribes (STs), children belonging to the Muslim community and children with special needs (differently-abled children). The SSA has also given attention to children living in remote and scattered habitations, urban-deprived children, and children affected by periodic migration.

A key intervention undertaken under the SSA for reducing the social gap in education has been the provision of adequate infrastructure for elementary schooling in districts with concentration of economically and socially disadvantaged population groups. The SSA has been targeting geographical areas in districts and blocks with predominance of SC, ST, OBC and Minority population in the matter of funds and school infrastructure to promote education of those who have been deprived of educational facilities so far. A total of 399 special focus districts have been identified for implementing context-specific and targeted interventions/strategies under SSA for education of children belonging to the disadvantaged social groups. These districts include 34 districts with more than 20,000 out of- school children, 36 districts with relatively higher gender gap, 143 districts with retention rate at the primary level below 60 per cent, 61 districts with high SC population (25 per cent and above), 88 districts with high Muslim population (20 per cent and above), 82 districts affected by Left-wing extremists, 94 border area districts and 121 districts where the Prime Minister's 15 point programme is being implemented.

A number of strategies have been adopted to ensure increased enrolment and participation of disadvantaged social groups, including SC, ST, Muslims and children with special needs (CWSN). These include, but are not limited to, opening of neighbourhood schools, transportation, escort and residential facilities as per need, free textbooks & uniforms, MDM, increasing the number of seats in tribal schools, curricular adaptation for inclusion, support to Madrasas/Maktabs, curricular and pedagogic reforms, innovative activities funded from the Innovation Head of SSA, and schemes like Kasturba Gandhi Balika Vidyalaya (KGBV) etc. As a result of these interventions, participation in elementary education of children belonging to these groups has improved substantially.

Now, let's now discuss specifically how children from different weaker communities can have elementary education of comparable quality.

1. Education of SC children in primary, upper primary and elementary education

The SSA has been promoting diverse strategies designed to enhance participation in elementary education of SC children. In addition to the strategies such as opening of neighbourhood schools, transportation, escort and residential facilities as per need, free textbooks and uniforms, Mid-Day Meal, curricular adaptation for inclusion, pedagogic reforms etc. that have been adopted to ensure increased participation of disadvantaged social groups, certain specific intervention have been implemented to enhance participation of SC children in elementary education. The main thrust has been to develop context-specific interventions to tackle problems relating to participation of SC children in elementary education. Some of these specific strategies include: (i) providing adequate infrastructure for elementary schooling in districts with concentration of SC population; (ii) provision of financial assistance to each district for special innovative activities to promote education of SC children; (iii) programmes to sensitise teachers to promote equitable learning opportunities and to address issues relating to class discrimination; and (iv) statutory representation of SC members in Village Education Committees and School Management Committees.

2. Education of ST children in primary, upper primary and elementary education

School enrolment of children from Scheduled Tribes has registered substantial increase during the past few years. The SSA has been promoting diverse strategies designed to enhance participation in elementary education of ST children. In addition to the strategies such as opening of neighbourhood schools, transportation, escort and residential facilities as per need, free textbooks and uniforms, Mid-Day Meal, curricular adaptation for inclusion, pedagogic reforms etc. that have been adopted to ensure increased participation of disadvantaged social groups, certain specific interventions have been implemented to enhance participation of ST children in elementary education.

Some of the specific strategies adopted to promote education of children belonging to Scheduled Tribes include: (i) providing adequate infrastructure for elementary schooling in districts with concentration of ST population; (ii) provision of financial assistance to each district for special innovative activities to promote education of ST children; (iii) special coaching/remedial classes for improving learning outcomes of ST children; (iv) recruitment of local tribal teachers; (v) deployment of tribal coordinators at the State level and tribal-dominated districts to

monitor SSA activities and to help in coordination of activities of the Ministry Tribal Affairs; and (vi) providing adequate representation of ST members in Village Education Committees and School Management Committees. These have contributed significantly to the enhanced participation in elementary education of children belonging to Scheduled Tribes.

3. *Education of children belonging to Muslim communities*

The framework for implementation of SSA acknowledges the importance of interventions to promote education of children belonging to Muslim communities. In order to enhance participation of children belonging to Muslim communities in elementary education, various initiatives have been undertaken under the SSA. Some 121 districts with high Muslim population have been identified for targeted interventions under SSA for enhancing access to elementary education and eliminating infrastructure gaps through opening of 1,470 new primary schools and 445 upper primary schools, construction of 45,541 additional classrooms and recruitment of 32,728 teachers during 2011- 12. The States have been urged to cover out-of-school children going to Madrasas/Maqtabs. The interventions focused on enhancing access to education have contributed to increased enrolment of Muslim children in primary and upper primary education.

As a part of the effort to bring about qualitative improvement in Madrasas to enable Muslim children to attain standards of the national education system in formal education subject areas of study, a Scheme for Providing Quality Education for Madrasas (SPQEM) is under implementation. The main features of the scheme include (i) strengthening capacities in Madrasas for teaching of the formal education subjects of study like science, mathematics, language, social studies; (ii) training of teachers every two years in new pedagogical practices; (iii) providing science/ mathematics kits in primary/upper primary level madrasas, (iv) strengthening of libraries/book banks and providing teaching-learning materials to madrasas, and (v) encouraging linkages of madrasas with the National Institute for Open Schooling (NIOS) as accredited centres for providing formal education which will enable children studying in such madrasas to get certification for Classes V, VIII, X and XII.

3.3.8 Issues Relating to Education of Disabled

One of the most neglected sections who remained in the lowest ladder of the society after independence was the differently-abled children or Children With Special Needs. But with the constant effort of government and non-government bodies the situation is improved greatly. The total coverage of CWSN in elementary education in 2013-14 was 2.6 million (95.3 per cent of the total number of CWSN identified).

The *Sarva Shiksha Abhiyan* (SSA) seeks to ensure that every child in the age group of 6-14 years with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The RTE Act, 2009 was amended in 2012 and the RTE Amendment Act, 2009 which came into force with effect from 1 August 2012, provides for inclusion of children with disability as contained in the Persons with Disabilities Act 2005 and the National Trust Act under the purview of RTE Act and providing them free and compulsory education. Further, the RTE Act also provides to parents of children with severe and profound disabilities the right to opt for home based education. The Act has been instrumental, to a large extent, in changing public perceptions about the abilities of children with special needs (CWSN).

Under the SSA, the focus of the education programme for children with special needs has been on mainstreaming children with special needs (CWSN) in regular schools and supporting their participation in the schooling process. The main components of the interventions for children with special needs include:

(i) identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, appointment of resource teachers and therapists, establishing resource rooms to provide specialized support to children with disabilities, and provision of ramps, handrails and disabled-friendly toilets, monitoring and evaluation and a special focus on girls with special needs;

(ii) special training for children with special needs with a view to preparing them for schools and promoting their effective inclusion in elementary education;

(iii) home-based education for children with severe and profound disabilities with the objective of preparing children with special needs for schools and for life by imparting to them basic life skills;

(iv) financial support for integration of children with special needs, as per specific proposal.

These provisions have resulted in increased identification and enrollment of CWSN. The progress achieved includes the following:

➣ Household surveys and special surveys have been conducted by all States to identify children with special needs. The number of CWSN identified increased from 1.46 million in 2003-04 to 2.72 million in 2013-14.

➣ The enrolment of CWSN has gone up from 1.17 million in 2003-04 to 2.35 million (86.45 per cent of CWSN identified) in 2013-14. In addition, 33,900 CWSN are enrolled in school readiness programmes and 206,000 children were provided home-based education. The total coverage of CWSN is 2.6 million, which is 95.3 per cent of the total number of CWSN identified.

➣ Some 3.6 million government school teachers have been given orientation on inclusive education through in-service teacher training while 2.6 million teachers have been provided 3-6 day specific training on inclusive education of CWSN. Besides, general teachers have also been oriented on specific disabilities/need.

➣ An important aspect of interventions for children with special needs is making schools barrier- free for easy access.

➣ Since many children with special needs are not able to attend school for lack of essential aids and appliances, required aids and appliances are being provided to these children in collaboration with the Ministry of Social Justice and Empowerment. Assistance is also being provided by charitable organizations, NGOs and corporate sector.

➣ The focus of SSA is to impart quality inclusive education, with an emphasis on strengthening retention of CWSN. Initiatives undertaken under inclusive education for the retention of CWSN include surgeries, provision of transport and escort and therapeutic support. During the year 2013-14, 52,733 CWSN have been provided corrective surgeries, 156,000 CWSN have been given transport and escort support and 259,000 CWSN have been provided therapeutic assistance. Around 80.6 per cent of CWSN have been provided with assistive devices. In addition to this, 21,646 resource persons have been appointed to provide on-site support to teachers in teaching CWSN. Besides, CWSN are also provided with free text books, Braille & large print books for visually challenged, free uniforms, mid-day meal, special training and age appropriate admissions.

The programmes for children with special needs are implemented in collaboration with a large number of NGOs. During the year 2013-14, about 764 NGOs/special schools were involved in providing support to inclusive education. These NGOs have been providing technical assistance for the planning of inclusive education, awareness generation, community mobilization, early detection, identification and assessment of children with special needs and preparation of individualised educational plan, development of training materials, training of in-service teachers and key resource persons, provision of assistive devices, computer literacy, parent counseling etc..

A major challenge in inclusive education is to ensure that as far as possible every child with special needs is mainstreamed and provided the needed resource support. In pursuance of this objective and with the view to enriching academic assistance to CWSN, the National Council of Educational Research and Training (NCERT) has developed exemplar materials on inclusive pedagogy and practices with the key objective of enhancing the skills of regular teachers on handling CWSN in a mainstream classroom so that teachers could extend need-based academic support to CWSN.

3.3.9 ''Check Your Progress''-3

1. What does equity mean?

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2. Suggest two special measures for the education of tribal children?

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3. Suggest two important measures for the promotion of education of Muslim children.

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3.4 ◻ Equal Educational Opportunity

Structure

3.4.1 Introduction

3.4.2 Objectives

3.4.3 Meaning of Equality

3.4.4 Constitutional Provisions

3.4.5 Prevailing Nature and Forms of Inequality, Including Dominant and Minority group and related issues

3.4.6 ''Check Your Progress''

3.4.1 Introduction

Schools are held accountable for making a contribution to achieving a more equitable society and overcoming disadvantage. The inequalities and disadvantage which exist in all societies tend to be multidimensional. The problem of education, particularly at elementary level is not monolithic. It has a socio political linkage. That is why we cannot neglect the concept of equality which plays very important role in determining the success of education at elementary level. Equality involves a plethora of issues like social equality, economic equality, cultural equality and so on which have direct bearing upon education. Let's read the sub-unit to know the pros and cons of equality in education and the issues relevant to it.

3.4.2 Objectives

After going through the unit content, you would be able to:

➣ Know the prevailing nature of inequalities and how to get rid of them

➣ Know the constitutional provisions for equality of educational opportunity

3.4.3 Meaning of Equality

Equality is a leveling process which means no man should be placed in society that he can over reach his neighbour to the extent which constitutes the denial of

citizenship to others. This means the abolition of all special privileges to certain groups in the society. All artificial disabilities should be removed. According to Barker "The principle of equality means that whatever conditions are guaranteed to me, in the form of rights shall also and in the same measure, be guaranteed to others, and that whatever rights are given to others shall be given to me." At social level it means arrangement of social forces in such a way that everyone should get his due in every walk of life. In the political sphere, the will of an individual should be equal to that of another.

Ordinarily, equality of opportunity means to give equal chance to every individual for the development of his capacity. The concept of equality of opportunity can be interpreted in two ways such as horizontal equality and vertical equality. The horizontal equality treats all constituents in equal manner whereas the vertical equality requires special consideration to bring about equality of opportunity.

Now let's discuss to important concepts relating to education, these are–equality in education and education for equality.

Equality in education is concerned with equality in schooling, income, status etc. inequalities caused is due to difference in quality of teaching, teacher-student ratio, expenditure on children's education, library and other educational resources, examination and selection criteria, length of schooling and cultural provisions in schools.

Education for equality refers to leveling. Leveling qualities are those which are required by the principles that benefit and burden must be distributed on relevant ground. The demands are equality of educational opportunity, greater equality in educational resources devouted to children, greater use of educational system to promote the equalities, greater equality in the quality of education received etc.

Need of Equality of Educational Opportunity

There is a great need for emphasizing the equality of opportunity in education due to the following reasons:

1. It is needed for the establishment of an egalitarian society.

2. It is needed because it is through the education to all people in a democracy that the success of democratic institution is assured.

3. The equality of educational opportunities will ensure a rapid advancement of a nation. When the people have opportunities to get education, they will have a chance to develop their natural talent and thus enrich the society.

4. The equality of educational opportunity will extend the search of talent among all the people of a nation.

5. It will help to develop a close link between the manpower needs of a society and the availability of skilled personnel.

Factors Causing Inequality in Education

In India there are factors which create inequality of educational opportunities. These are:

1. Difference in economic status of home.

2. Gender disparities.

3. Regional Imbalance.

4. Physiological difference.

5. Difference in home conditions.

6. Disparity between backward and advanced classes.

7. Non-availability of adequate opportunities.

8. Difference in mental and physical abilities.

3.4.4 Constitutional Provisions

The Constitution of India also writes for the provision of educational opportunities to all peoples of the country. Since education is one of the most important means for development, it is through education that one can aspire to achieve higher status, position and emolument. So every individual should have similar opportunities for getting education.

1. Free and Compulsory Education:

The original Article 45 in the Directive Principles of State Policy in the Indian Constitution had mandated the State to endeavour to provide free and compulsory education to all children until they complete the age of fourteen years within a period of ten years from the commencement of the Constitution. The national resolve to achieve universal elementary education gained further momentum with the adoption of the Constitution (Eighty-sixth Amendment) Act, 2002 which inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Constitution (Eighty-sixth Amendment) Act, 2002 also enjoins the State "to provide early childhood care and

education to all children until they complete the age of six years". Article 46 of the Indian Constitution enjoins that "the State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation". Similarly, Article 30[1] provides for the rights of the minorities to establish and administer educational institutions of their choice.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A in the constitution of India, came into force in the country on 1 April 2010. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was amended in 2012 and the RTE Amendment Act came into force with effect from 1 August 2012. The Amendment Act *interalia* provides for: (i) inclusion of children with disability as contained in the Persons with Disabilities Act 2005 and the National Trust Act under the purview of RTE Act and providing them free and compulsory education, and providing option for home-based education for children with severe disability; (ii) protection of the rights of minorities provided under Article 29 and 30 of the Constitution while implementing the RTE Act; (iii) exemption of Madrasas, Vedic Pathsalas and educational institutions imparting religious instruction from the provisions of the RTE Act.

2. Education of Minorities:

Article 30 of the Indian Constitution relates to certain cultural and educational rights to establish and administer educational institutions.

It lays down:

 (i)   All minorities whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

 (ii) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

3. Language Safeguards:

Article 29(1) states "Any section of the citizen, residing in the territory of India or any part there of having a distinct language, script or culture of its own, hall have the right to conserve the same." Article 350 B provides for the appointment of

special officer for linguistic minorities to investigate into all matters relating to safeguards provided for linguistic minorities under the Constitution.

4. Education for Weaker Sections:

Article 15, 17, 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes. Article 15 states, "Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes."

Under Article 46 of the Constitution, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes

It states. "The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation." It is one of the Directive Principles of State Policy.

5. Secular Education:

India is a secular country. It is a nation where spirituality based on religion, had always been given a high esteem. Under the Constitution, minorities, whether based on religion or language, are given full rights to establish educational institutions of their choice. Referring to the constitutional provisions that religious instructions given in institutions under any endowment or Trust, should not be interfered with even if such institutions are helped the State.

Article 25 (1) of Indian Constitution guarantees all the citizens the right, to have freedom of conscience and the right to profess, practice and propagate religion of their choice.

Article 28 (1) states, "No religious instruction shall be provided in any educational institution if wholly maintained out of state fund."

Article 28 (2) states, "Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or Trust which requires that religious instruction shall be imparted to such institution."

Article 28 (3) states, "No person attending any educational institution by the state or receiving aid out of state funds, shall be required to take part in any religious

instruction that may be imported in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto."

Article 30 states, "The state shall not, in granting aid to educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them."

6. Equality of Opportunity in Educational Institutions:

Article 29(1) states "No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them."

The Fundamental Rights of the Indian Constitution has also adopted the fourfold ideal of justice, Liberty, Equality and Fraternity. Our Constitution laid down that in the eyes of law, everyone should have an equal status, to no one the justice be denied, everyone should have liberty of thought, expression.

The fundamental right of equality clearly signifies that in the eyes of law no distinction can be made on the basis of any position, caste, class or creed. Side by side the right of equality of opportunities to all is also provided. The equality of opportunity is meaningless, unless there are equal opportunities for one's education.

The well-known Kothari Commission, 1964-66 recommended that Central Government should undertake the responsibility in education for the equalization of educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker section of the community.

7. Instruction in Mother -Tongue:

There is diversity of languages in our country. After the dawn of Independence, Mother- Tongues have received special emphasis as medium of instruction and subjects of study. In the Constitution of India, it has been laid down that the study of one's own language is a fundamental right of the citizens.

Article 26 (1) states, "Any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to converse the same."

Article 350 A directs, "It shall he endeavour of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the

primary stage of education to children belonging to linguistic minority groups."

Secondary Education Commission, 1952-53 recommended that the mother tongue or the regional language should generally be the medium of instruction throughout secondary school stage subject to the provision that for linguistic minorities, special facilities should be made available. Kothori Commission, 1964-66 has also said that at college and university stage, mother-tongue should be the medium. The medium of instruction at school level is already mother-tongue. This is not a new proposal.

8. Women's Education:

One of the unique features of Modem Indian Education is the tremendous advancement of Women's Education. Education of the girls is considered to be more important than that of the boys.

The Constitution makes the following provisions under different articles:

Article 15(1) provides that the State shall not discriminate any citizen on groups only of sex.

Article 15 (3) reads: "Nothing in this article shall prevent the State from making any special provision for women and children."

The well-known National Policy on Education was concerned about the status and education of women in the country. It envisages that education would be used as a strategy for achieving a basic change in the status of women. It opined that the national system of education must play a positive role in this direction.

The Policy states, "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well conceived edge in favour of women."

3.4.5 Prevailing Nature and Forms of Inequality, Including Dominant and Minority group and related issues

The following are some of the prevailing inequalities in elementary education.

1. Lower enrolment rates in upper primary: The lower NERs at upper primary (64.2 per cent in 2013-14) level are a matter of great concern. One of the priority tasks is achieving further progress towards universal enrolment and retention of enrolled children at the upper primary level.

2. Drop-out rates in elementary education is still high: The XIth Five Year Plan had targeted a reduction in dropout rates from 50 per cent to 20 per cent at the

elementary stage. Even though the drop-out rates at elementary and secondary stages of education have been declining, the progress has not been satisfactory. The low NER at the upper primary level and the increasing enrolment gap from elementary to secondary level suggests that although a larger number of children are entering the educational system, a significant proportion of them are not progressing through the system to complete elementary education. Though the drop-out rate is a matter of concern in the case of all categories of students, drop-out rates among disadvantaged groups, especially for girls from these groups, remain higher than the national average. This brings into focus the need to undertake measures to improve retention in schools of children from socially and economically disadvantaged communities.

3. Lower level of student attendance rates in schools in some of the educationally backward States:

While enrolment levels at the elementary level has been increasing steadily, studies on attendance of students at primary and upper primary stages of education show that there is considerable variation across States in the percentage of enrolled students who are attending school on any given day during the school year. Of particular concern is the fact that some of the educationally backward States have the lowest student attendance rates (below 70 per cent). This highlights need to formulate and implement focused interventions in these States for improving student attendance rates and sustaining high levels of attendance throughout the school year.

4. Higher proportion of out-of-school children in some States: While there has been a steady decline in the percentage of out-of-school children (OoSC) across gender and social categories, and nationally the proportion of OoSC has been brought down to 4.2 per cent of the population age 6-13 years in 2009-10, the proportion of out-of-school children remain much higher than the national average in a few States. The States of Uttar Pradesh (34 per cent), Bihar (17 per cent), Rajasthan (12 per cent) and West Bengal (9 per cent) accounted for 72 per cent of the 8.1 million OoSC in the country in 2009, The proportion of OoSC in 2009 was higher than the national average for SC children (5.9 per cent), ST children (5.2 per cent) and Muslim children (7.7 per cent). This indicates that in some States and children belonging to Muslim community, scheduled caste (SC) and scheduled tribe (ST) need greater and focused attention.

5. Lower level of participation in education by children with special needs: Children with special needs constituted a significant proportion of OoSC in 2009. It

was found that children with disabilities constituted about 34.2 per cent of OoSC in 2009. The maximum number of OoSC belonged to those with mental disabilities (48 per cent), followed by children with speech disabilities (37 per cent). This situation highlights the needs to equip the schools to address the challenging needs of mentally challenged children who are both socially and educationally disadvantaged.

6. Unsatisfactory level of student learning: There is an increasing concern about the quality of education that the education system is able to provide. The distribution of students on the basis of percent of scores obtained by students who participated in the NAS-2010 (Class V), suggest that learning achievement of a significant proportion of students at the primary stage of education does not measure up to the expected levels. The phenomenon of under-achievement among pupils reflects the quality-related deficiencies that the education system faces. Despite important progress, the input mix and the educational processes in schools remain deficient resulting in unsatisfactory levels of student learning. The unsatisfactory levels of student learning underscore the fact that fostering quality education should be the key focus of attention in the coming years.

7. Lower level of teacher attendance rates in some of the States: Studies on attendance of primary and upper primary school teachers show that the teacher attendance rates remain a concern, especially in some of the States. There is considerable variation across States in the percentage of teachers who were present on the day the schools were visited. Of particular concern is the fact that, in 2012-13, some of the States (Assam, Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal) showed a decline in teacher attendance rate compared to the attendance rate in 2006-07. This highlights the need to set up a reliable system for tracking teacher absenteeism and implement effective strategies for reducing teacher absenteeism and sustaining high levels of attendance throughout the school year.

8. Deficiencies relating to teaching-learning process: Several deficiencies relating to teaching-learning process continue to hamper efforts to improve student learning outcomes and to raise progressively the standard and performance of the education. A key component of the efforts to improve student learning outcomes is the introduction of a learner-centred approach to education with well-designed learning experiences, which would enable each pupil to attain the expected learning outcomes. One of the challenges in this context is to institutionalize teaching-learning processes that would promote a learner-centred approach to education

involving active learning approaches, cooperative learning, and methodologies which would stimulate independent thinking, develop critical thinking and problem-solving skills, develop skills to communicate effectively, promote planning and execution of projects and self-learning which would enable each pupil to acquire knowledge, skills, attitudes and values conducive to the actualization of his/her potential to the fullest.

9. Deficiencies relating to teacher quality: The key challenges relating to teacher quality are to ensure that young talent enters the elementary/secondary school teaching profession, that teachers are professionally prepared, academically supported and retained in the profession through appropriate career development and occupational mobility options. Specific teacher-related challenges include: putting in place institutional mechanisms to overcome shortfall of professionally qualified teachers without compromising long-term goals of a sustained cadre of professionally qualified teachers; recruiting teachers who are socially closer to children and who are professionally prepared to meet the learning needs of diverse groups of learners; reforming the curriculum for and process of initial preparation of teachers with the aim of preparing teachers for diverse environments (rural and remote areas) and addressing diversity in the classroom with special focus on addressing the learning needs of children from socially and economically disadvantaged groups; ensuring that in-service teachers have adequate access to subject-specific education through regular refresher courses and that periodic in-service education is complemented with sustained on-site academic support to teachers and in-service education programme address the specificities of teacher needs and classroom concerns; ensuring an effective teacher cadre and career management system that facilitates and enhances teacher quality, motivation and accountability and enable teachers to upgrade their professional qualifications and plan for occupational mobility.

10. Dearth of Facilities: The creation of a school environment that is supportive of learning has been a priority task since 2001. Apart from opening new schools, SSA has also provided basic facilities in existing and newly opened schools. The average student classroom ratio (SCR) which was 36 in 2006-07 has come down to 28 in 2013-14. The percentage of elementary schools having drinking water facility has increased from 84.9 in 2006-07 to 95.3 in 2013-14. Schools with girls' toilets increased from 42.6 per cent in 2006-07 to 84.3 per cent in 2013.14. However, a large proportion of schools continue to be not compliant to the norms and standards for a school stipulated by the RTE Act, 2009. An analysis of U-DISE data related

to schools by RTE compliance (10 indicators) indicates that only 8.3 per cent of government schools had complied with all ten parameters stipulated in the RTE Act. About 17.6 per cent of schools had fulfilled nine parameters, 22.3 per cent had fulfilled eight parameters and 20.96 per cent had fulfilled seven parameters, 15.4 per cent schools had fulfilled six parameters. Making all schools RTE norms complaint and creating a learning environment that is child and learning-friendly and gender-sensitive constitutes a high priority task.

11. The Issue of Dominant and Minority Group

Though India is a democratic country having its credential as the largest democratic country, it has its problems of dominance in the field of language, culture and identity. People of majority often dominate scene either openly or implicitly. In particular state, where people of different language reside, the language spoken by the majority becomes the mode of transaction. The same thing happens in case of culture. In our education the reflection of tribal culture is not found. They learn the cultural ingredients of other dominant culture. This creates an inferiority complex in the mind of students for his/her own culture and hampers the educational growth.

Measures taken for Equalisation of Educational Opportunity:

The New Education Policy, 1986 lays special emphasis on removing disparities and equalizing educational opportunity. To promote equality, it will be necessary to provide for opportunity to all not only in access but also in the conditions for success. Some of the thrust areas are:

1. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.

2. Numerous incentives, helps, benefits, facilities will be provided to SC and ST population to equalize them with other developed communities.

3. People of educational backward areas like rural areas, hill tracks and desert areas will be given adequate institutional and infrastructural facilities.

4. Minority community will be allowed to set up and administer their own educational institutions.

5. Education for physically and mentally handicapped children should be integrated with the general community as equal partner to prepare them for normal growth and to enable them to face with courage and confidence.

Some more suggestions in these directions are as follows:

1. Constitutional Provisions**:**

On the basis of the constitutional provisions we must provide compulsory elementary education to all children of the country. Democracy, socialism, secularism, justice and equality are to be cultivated through the provision of equalizing educational opportunity for establishing an egalitarian society.

2. Debarring restriction on admission in educational institutions**:**

Admission to educational institutions has been made available to all irrespective of caste and religion.

3. Wide distribution of Institutions:

Educational institutions have been opened in large numbers in order to provide opportunity to all for getting education.

4. Provision of Pre-school education:

In order to overcome wastage and stagnation in primary education, Pre-school education is to be given priority. Pre-school education centres like Balwadi, Anganwadi etc. have been opened and are to be set up in large scale.

5. Provision of scholarship and other facilities**:**

Provision of free ship and scholarships are being made for the backward and disadvantaged groups.

6. Special treatment for S.C., S. T. and Other Backward Communities**:**

Special treatment as being made for S.C., S.T and Other Backward Communities in relation to reservation of seats, provision of different types of scholarships to ensure equality in education.

7. Residential School**:**

In tribal areas, residential schools or Ashram schools have been set up. Kanyashram schools have been commissioned in the tribal areas to facilitate education of girls.

8. Special education of the handicapped**:**

Steps have been taken for the education and training of blind, deaf, orthopaedically handicapped and educable sub-normal children by the government and voluntary organisations.

3.4.6 ''Check Your Progress'' - 4

1. What is equality?

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2. Which article of Indian constitution ensures free and compulsory education?

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Q3. In order to improve the education of tribals make two suggestion which have high relevance?

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3.5 □ Inequality in Schooling : Public-Private schools, Rural-Urban schools, Single Teacher Schools and other forms of inequalities in school systems

Structure

3.5.1 Introduction

In India the inequalities we find amongst students is largely due to the difference in schooling. Students are exposed to a variety of schooling which differs qualitatively. This is because of the wide difference in social, geographical and economic structure of the people. The quality of education is the product of all these factors. So the question now arises is why do we have such wide difference in the conditions with which our students start and continue education. Let's read the unit to find the answer to all these questions.

3.5.2 Objectives

After going through the unit content, you would be able to:

➢ Know and understand different kinds of inequalities exist in schooling

➢ Conceptualize other forms of inequalities in schooling

3.5.3 Concept of Inequality in Schooling

Schools in India are heterogeneous in character. Despite common structure suggested by Kothari commission, we experience gaps in socio-economic and geographic landscape of schools. Some schools are run by private bodies while many are run by governments. Some schools have the best facilities of human resource and material resource while many struggle with the dearth of basic facilities. Schools also differ in the respect of ownership. Some are owned by governments while some are run by different religious and philanthropic organizations. Some schools are well funded; some do not have required finance. Some are well-staffed while some are run by single teachers. Some schools situate themselves in serene surroundings while others are in bizarre environments. All these make huge difference in the output of students. We can, to a large extent, determine the expectations of parents and students from the schools they read. This is what we call inequality in schooling.

3.5.4 Public-Private Schools

There are three main school types in India: government, aided, and private. Schools run by the central, state or local governments are referred to as 'government' schools. Schools run by private managements but funded largely by government grant-in-aid are known as private aided or just 'aided' schools. Thus, government and aided schools are very similar as they are both publicly funded. Schools run by private managements without state aid are known as 'private unaided' schools. These run entirely on fee-revenues and have virtually no government interference in matters such as teacher recruitment. These are thus the genuinely private schools and we refer to these simply as 'private' schools rather than using their full name 'private unaided'.

Private schools are of two types: recognized schools and unrecognized schools. It turns out that for understanding the true size of the private schooling sector in India, the distinction between recognized and non-recognized schools is crucial. While government educational data collection exercises are intended to be a census of schools in the country, in fact they cover only the so called 'recognized' schools and do not cover the unrecognized schools.

The size of the private school sector is generally proportionately largest at the primary level, smaller at the junior level, and smallest at the secondary level. It is also found that more number of students read at lower primary level than at higher primary level. Since government regulations such as the requirement to be recognized and pay high prescribed-minimum salaries to teachers are progressively more stringent for higher levels of education, more private schools exist at the primary level than at the junior high school level and the secondary level. Since the children of the poor are best represented at primary education, this pattern is clearly perverse from the point of view of equity.

The importance of aided schools varies dramatically by state, with Kerala, West Bengal and Assam having very high aided school shares. In the primary age group, private school enrolment is relatively high in AP, Haryana, Punjab and UP; in the upper primary age group (11-14 years), the private enrolment share is relatively high in Punjab and UP. These differences at different ages (corresponding to different levels of education) presumably reflect the policy choices made by the respective state governments, for instance the choice of how many private schools to bring onto the grant-in-aid list and how much to control private schools.

There is also a statistically significant greater pro-male gender skew in private schools, with 63% of private students being males compared with only 55 and 57% in government and aided schools.

In the 5-10 age groups, while 33-34% of government and aided school students are of low caste, only 16% of students in private schools are of low caste.

3.5.5 Rural Urban Schools

In India, the schools of rural areas are comparatively backward in all respects as compared to the urban schools. They lack infrastructure, man power and have a

negative or near negative learning environment. And most of the private schools are in urban areas which are better in their approach. This creates a huge gap in student achievement and aspiration. Moreover, for rural India, while government and aided school students are from relatively similar backgrounds, private school choosers are substantially more privileged. For instance, among students aged 5-10, private students' average per capita expenditure, pce, (Rs. 3145) is about 32% higher than government school students' mean pce (Rs. 2386) and 23% higher than aided school students' (Rs. 2553). Only 27% of village schools in India have electricity compared to 76% of schools in towns and cities. Only about half of the rural schools surveyed have enough toilets for girls, and fewer than 4% have a telephone, according to a new global report by UNESCO on the impact of social inequality on the quality of education. Moreover, the problem of wastage and stagnation is largely a problem of rural India, not urban India.

3.5.6 Single Teacher Schools

One important feature of Indian primary school is that many such schools are run by single teachers. That means in the entire school only one teacher exists. At least four classes are to be managed by that teacher. The following are some of the reasons of for the existence of single teacher school–

➢ Small number of students to be educated at a place

➢ Prevalence of monitorial method of teaching

➢ Cost-effectiveness

➢ Existence of large number of villages and hilly areas

Single teacher institutions enjoyed a robust health in the rural as well as in the urban areas up to the year 1855. Following the charter Act of 1813, the new system also adopted the tradition of single teacher school as a 'modus operandi'. In fact, teachers were paid on the basis of number of pupils. In 1855, almost all government primary schools in the state of Bombay were single teacher schools. However, in the recent years, the existence of single teacher school has been a problem. These are:

➢ Too difficult to manage the students

➢ If the teacher is on leave, then the school becomes chaotic

➢ It is not possible to provide new knowledge and training to the teacher

➢ It is problematic to prepare the time table

➢ The plural-class teaching affects the quality of instruction

3.5.7 Other forms of Inequalities in School System

Except the above mentioned inequalities in Indian primary schools, we also find other kinds of inequalities. These are:

➢ unequal access to quality education for all children,

➢ participation gaps in elementary education

➢ irregular attendance of children in rural and suburban schools

➢ problem of availability and accessibility primary education to achieve universalisation

➢ gender and social category gaps and inequalities in access to education

➢ unqualified teachers and teachers who are sub-average in their standard of teaching

➢ low level governance

3.5.8 ''Check Your Progress''-5

1. What are the three types schools found in India?

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2. What are single teacher schools?

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3. Mention any two problem of single teacher school.

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3.6 Let Us Sum Up

Fostering quality education to ensure improved levels of student learning at all

stages of education through curricular reforms, the creation of school/institutional environments that are inclusive, gender-equitable and conducive to learning, institutionalizing teaching-learning processes that are responsive to the learning needs of diverse groups of learners and which would promote the acquisition by each student of the skills and competencies that would enable him/her to be creative, to think critically, to solve problems, to communicate effectively etc. and to acquire the knowledge, skills, attitudes and values conducive to the actualization of his/her potential to the fullest, the adoption of teaching-learning-evaluation processes that are responsive to the learning needs of diverse groups of learners; creating effective institutional leadership; and through the effective use of information and communication technologies (ICTs) for improving the quality of teaching-learning process.

Improving teacher quality and performance by ensuring that young talent enters the teaching profession; that teachers are professionally prepared, academically supported and sustained in the profession by providing appropriate career development and occupational mobility options; and ensuring that the systems of teacher preparation, and teacher management and development are reformed to ensure adequate supply of qualified and competent teachers to meet the demands of all levels/stages of the education system and that measures are put in place to institutionalize continuing professional development of practicing teachers leading to professionalisation and enhanced capacity of teachers.

Effective use of information and communication technologies (ICTs) for improving access to education, enhancing the quality of teaching-learning process, training of teachers, and strengthening educational planning and management.

Expanding opportunities for skill development and for vocational education and training for facilitating acquisition by young people and adults of the skills and competencies for life and work, including skills and competencies that are required for enabling individuals to communicate effectively, to think critically, to solve problems, etc. and technical and vocational skills that are required for employability, work and entrepreneurship and for adapting to an ever-changing world of work.

Accelerating progress towards the goal of 'functional literacy for all' with special focus on reducing regional disparities and eliminating gender and social category gaps in youth and adult literacy rates, and building a system that promote continuing education and lifelong learning.

Ensuring increased and well-targeted financing of education programmes in conformity with the policy consensus that investment on education be gradually increased to reach a level of six per cent of the Gross Domestic Product (GDP) and

facilitating substantial increase in both public and private sector investment in education to achieve the various education-sector development goals set out for the XIIth Five-Year Plan period and beyond.

Institutionalizing a responsive, participatory and accountable systems for governance of education sector by ensuring that the structures for the governance of the education sector at the national, sub-national and local levels are strengthened, educational governance practices are improved and made more responsive to the emerging educational priorities and to the demands of the expanding education sector in each of the States/UTs;

Professionalising and improving school leadership along with introduction of sound quality management systems to ensure improved performance at the institutional levels, and the development of norms and standards for assessing quality and effective school management and leadership practices at all levels of education

3.7 Answer to 'Check Your Progress'

Answer to 'Check Your Progress'–1

1. (i) Everyone has the right to education. Education shall be made generally available and higher education shall be equally accessible to all on the basis of merits. (ii) Education shall be directed to the full development of the human personality.

2. The concept 'free education' means no fees shall be collected from the children for attending educational institutions funded by the state or receiving grant from the state funds.

3. Universalisation of access means making the provision essential for schooling and enrolling each and every child who attains the school going age of six into a neighbourhood school.

Answer to 'Check Your Progress'–2

1. These are children who are enrolled in primary schools but either never attend the school or leave the school without completing even five years of schooling which corresponds to the lower primary stage of education.

2. The *Gross Intake Rate* considers total enrolment of Grade I irrespective of age whereas, enrolment in Grade I of age-6 is considered in *Net Intake Rate*.

3. Universal learning refers to the mastery of basics by all students of a particular class.

Answer to 'Check Your Progress'–3

1. Equity means not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children belonging to Scheduled Castes, Scheduled Tribes, minority communities, landless agricultural workers, and children with special needs, etc.- can avail the opportunity of education.

2. i. special coaching/remedial classes for improving learning outcomes of ST children

   ii. recruitment of local tribal teachers

3. i. providing science/mathematics kits in primary/upper primary level madrasas,

   ii. strengthening of libraries/book banks and providing teaching-learning materials to madrasas

Answer to 'Check Your Progress'–4

1. Equality is a leveling process which means no man should be placed in society that he can overreach his neighbor to the extent which constitutes the denial of citizenship to others. This means the abolition of all special privileges to certain groups in the society.

2. Article 21(A)

3. i. Pre-school education is to be given priority. Pre-school education centres like Balwadi, Anganwadi etc. are to be opened and are to be set up in large scale in tribal dominated areas.

   ii. In tribal areas, residential schools or Ashram schools have been set up. Kanyashram schools have been commissioned in the tribal areas to facilitate education of girls.

Answer to 'Check Your Progress'–5

1. The three main school types in India are government, aided, and private Schools.

2. The school where one teacher exists for the whole primary education is known as single teacher school.

3. i. Too difficult to manage the students

   ii. If the teacher is on leave, then the school becomes chaotic

3.8 Unit End Exercises

Q1. Show your acquaintance with right to education.

Q2. Describe the role of sarva sikshya abhijan in universalisation of elementary education.

Q3. Give a brief description about universal learning.

Q4. How can you ensure quality in education?

Q5. Give a brief description of constitutional provision in Indian education to ensure quality.

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Unit - 4 ❐ Education Commissions and Policy

4.1. Constitutional provisions on education that reflect National Ideals : Equality, liberty, secularism, and social justice

Structure

4.1.1 Introduction

4.1.2 Objectives

4.1.3 Constitutional provisions on education

4.1.3.1 Article 45

4.1.3.2 Article 15

4.1.3.3 Article 28

4.1.4 ''Check your progress''

4.1.1 Introduction

India attained independence from the British rule in 1947. The preamble of the constitution of India declares that the purpose of the democratic sovereign republic nation like India is to secure equality, liberty, secularism and social justice to all its citizens. The role of education is thus to prepare the individual suited for these democratic values. Present sub unit will enable the students to recognise the constitutional provision on education that reflects theses democratic values.

4.1.2 Objectives

After studying this sub unit, students will be able to

i) Identify the constitutional provision on education.

ii) Analyse the democratic goals like equality, liberty, secularism and social justice to all its citizens as emphasized in these constitutional provision on education.

iii) Understands the role of education in preparing democratic citizens.

4.1.3 Constitutional provisions on education

The presumable declares that the purpose of the Nation which is a democratic sovereign republic is to secure justice, liberty, equality and fraternity to all its citizens. The people of India till the promulgation of the constitution had are freedom and dignity in decide for themselves what they wanted to do. The rule of education to prepare the individuals in the society for self direction is of paramount importance. The new nation wanted education to serve the constitution, in other words the education system is expected to become subordinate to the goals of the Indian constitution and not to any other agency. The three major programmes that the nation took up to meet the national objectives were

a) Democracy as a way of life.

b) Socialistic path to secure the life of the citizens : and

c) Industrialization based upon modern science and technology.

Out of the above, the first two programmes are built into the constitution and the third emerged out of the deliberations of the political and administrative machinery that derived authority from the constitution.

4.1.3.1 Article 45

The most important provision is in the form of a "directive principle" to the state policy. According to Article 45 "the state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years".

Another significant provision which is given under the directive principal of the state policy -states that " the state shall promote with utmost care the educational and economic interest of the weaker sections of the people, and in particular of the scheduled castes and scheduled tribes and shall protect them for social injustice and all formal explanation."

4.1.3.2 Article 15

Article 15 while prohibits all format of discrimination on the ground of religion,race,caste,sex, place of birth provides a clause which empowers the state in placing any special provision for the advancement of any socially and educationally backward class of citizens or for the scheduled castes and scheduled tribes.

Article 17 abolishes untouchability and forbids its practice in any form. Article 14 guarantees equality law to all citizens and article 16 guarantees equality of opportunity in respect of public employment. Article 24 prohibits employment of children under the age of 14 in factories, mines or other hazardous employment.

4.1.3.3 Article 28

Article 28 separates religion from education in the schools maintained by the state funds. But at the same time in guaranties freedom of religion. Article 29 guarantees that " any section of the citizens residing in the territory of India or any part there of and having a distinct language, script or culture of its own,shall have the right to conserve the same"and further states that " no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of the State funds,on grounds of religion, race, caste, language or any of them."

 The Constitution gave education a very prominent role in the development of modern India.Firstly,it expected that the education systems would build the values embedded in the Constitution into the Curriculum.Secondly,the Constitution called upon the State to make special efforts to promote educational interests of the weaker sections of educationally and socially backward classes.As pointed out earlier,the education system we inherited from the British rule had no sympathy for the backward sections and the rural population.The education of   woman was neglected both by the system and the society at large. Hence the education system being the means to develop these sections. Thirdly, the state was called upon to provide resources for education to make primary education compulsory. In fact the entire functional responsibility of providing primary education was on the State as the private enterprise in this sector was negligible. Even the limited private initiative was confirmed to the state capital and big cities.

In other words there was a reciprocal expectation between the Constitution system and the education system. The education system being a subordinate system was given a greater responsibility and in turn the constitution ensured state resources by legitimizing the allocations for educations . Once the constitution was adopted by the representatives of the people, it was the duty of the state and educational system to respond of the calls of the constitution.

4.1.4 ''Check your progress''

    i)   write your answer in the space given below .

    ii)   compare your answer with those given at the end of the block

1.   What were the three major programmes which the nation underlook to meet the national objectives?

....

....

....

2. Which article of the Indian constitution

i) Aims to provide free and csompulsory education ?

....

....

....

ii) prohibits any form of discrimination

....

....

....

4.2 National commission and policies : Education commission (1964), NPE and POA (1986, 1992), National policy for persons with Disabilities (2006)

Structure

4.2.1 Introduction

4.2.2 Objectives

4.2.3 The Education Commission (1964-1966)

    4.2.3.1 Recommendation dealing with educational structure

    4.2.3.2 The Common School System

    4.2.3.3 Recommendation regarding the school curriculum

    4.2.3.4 Work experience

    4.2.3.5 Vocationalization of education

4.2.4 National Education Policy

    4.2.4.1 N.P.E 1968 on structure of education

    4.2.4.2 N.P.E 1968 on quality issue

    4.2.4.3 N.P.E on equity issue

4.2.5 National education policy 1986

    4.2.5.1 N.P.E 1986 on universalisation of elementary education

    4.2.5.2 N.P.E 1986 on secondary education

    4.2.5.3 N.P.E 1986 on teacher education

4.2.6 Programme of action, P.O.A 1986.1992

    4.2.6.1 P.O.A 1986

    4.2.6.2 P.O.A 1992

4.2.7 National Policy for Person with Disabilities (2006)

    4.2.7.1 Focus of the policy

4.2.8 ''Check your progress''

4.2.1 Introduction

After independence 1st (1950-55), 2nd (1956-60), and 3rd (1961-66) five year plans failed to cope up with emerging social and economic needs of independent India in the field of education as a result of political and social forces which were shaping the Indian economy. In this light the next plans concentrated on education in a wider spectrum. The setting up of The Education Commission (1964-66), National Education Policy (1968 and 1986) and Plan of Action (1992) also indicates this fact. In this section we shall deal with this commission with a special mentioning of National Policy for Person with Disabilities (2006).

4.2.2 Objectives

After going through this sub unit, the student teacher will be able to:
- Appraise the implications of the recommendations of the Education Commission (1964-1966)
- Relate the National Education Policy,1968 to the recommendations of the Education Commission
- Understands the recommendation of The Education Commission (1964-66).
- Understands the recommendation of National Education Policy (1968 and 1986) and Plan of Action (1992).
- Understands the recommendation of National Policy for Person with Disabilities (2006).

4.2.3 The Education Commission (1964-66)

The education commission is considered as one of the significant landmarks in the history of Indian education because of two reasons. Firstly it adopted a comprehensive approach in reconstruct education and secondly it developed a blue print for a National system of education. The genesis of this commission could be traced to the thirty five year plan which had articulated in clear terms the need for reviewing the prevailing education system in the country in the context of the failure to fulfil the constitutional obligation of universalization of elementary education on the one hand and the persistence of educational disparities on the other. Following this, the Government of India appointed the education commission in July 1964 by a resolution in advise the Government on the national pattern of educations and on the general principles and policies for the development of education at all stages and in all aspects. This is the sixth commission appointed by the Government of India. However, this is the first ever commission which

made a comprehensive review of the Indian education system which resulted in a well defined national policy on education in 1968.

The commission was headed by professor D.S. Kothari, an eminent educationist and the members were experts in education drawn from both national and international scene.

It was believed that this commission, besides helping in the reconstruction of the Indian education system, would also provide some basic thinking and an analytical framework for bringing about an educational revolution in the country. The commission in its exercise addressed three major problems relating to : (i) internal transformation of the education system so as to relate to the life, needs and aspirations of the nation; (ii) qualitative improvement of education in order to achieve adequate standards and (iii) expansion of educational facilities based on manpower needs with an emphasis on equalisation of educational opportunity.

The commission firmly believed that education is a powerful instrument to bring about the desired changes in the Indian society more so when the country is challenged with problems of population explosion, poverty, poor economic growth, unemployment, social stratification and upheavals, political turmoil besides the mass awakening for various rights and demands including education. Hence there was a felt need to create a new social order which would pave the way for achieving equality and social justice. As there problems are inter-related the commission felt that simultaneous attack on all of fronts of education should be made through (i) the development of physical resources and (ii) the development of human resources. The commission recognised that it is the better which is more crucial for development and hence clearly articulated the need for a properly organised programme of education which would develop the required knowledge, skills and attitudes.

The commission set up twelve task forces and seven working group. One of the task groups dealt exclusively with issues retaining to school education and another dealt with the issues relating to teacher training and status. The working groups dealt the education of woman, backward communities and other aspects of the school like buildings, school community relations and school curriculum. The remaining task forces deliberated on other levels of education and financing of education which had both direct and indirect bearing on school education.

It is to the credit of the commission that it rightly recognised the role of education in the national reconstruction in order to establish a direct link between education, national development and prosperity, the commission believed that a national system of education. Which is organised both in terms of quantity and quality is very necessary. The main proposition of the commission was that the prevalent system of education was meant

to serve the needs of imperial administration, and if it had to serve the purpose of modernising democratic and socialistic society,it required radical changes in objectives, content, teaching methods, programmes the selection and professional preparation of teachers and organisation.

After a detailed review of the prevailing education system in the country, the commission came out with several recommendations some of which attracted wide attention while others where opposed and rejected read J.P. Naik's book, education commission and after, which provides a detailed account of this let us now discuss the role of education identified by the commission amidst the changes in Indian context in particular and global context in general and study some of the salient recommendations of the commission regarding school education to examine their implications for structural reorganisation, qualitative improvements and transformation of the education system.

4.2.3.1 Recommendation dealing with educational structure

The commission examined the diverse structure or the pattern of the education as obtained in different parts of the country in terms of courses, stages and duration the following table gives an idea about the prevailed in the country during 1965-66

Table 11.1: showing stages and duration of education in different states (1965-66)

State	lower pry	higher pry	secondary	pre- univ.	Higher sec
Andhra prodesh	5	3	3	1	4
Assum, Nagaland	5	3	4	1	5
Bihar, Gujrat, And Maharastra	7*	-	4	1	-
J&k, Punjab, Rajasthan,WB	5	3	2	1	3
Kerala	4	3	3	2	-
MP	5	3	-	-	3
Madras	5	3	3	1	-
Mysore	4	3	3	1	-
Orissa	5	2	4	1	-
UP	5	3	2	-	2**

* Integrated primary schools ** intermediate colleges

Sourees : Reort of the Education Commission 1964-66, Table 11.1

It is clear from this table that duration and stages of education differed from state to state hence the commission wanted to evolve a uniform pattern of education across the country, although the commission realised that structural changes are difficult to bring about in view of the high costs and disturbances in terms of teachers and other institutional facilities, yet it gave serious thought to this problem because of the following reasons.

i)   Voluminous representations were received on this issue.

ii)   Even the earlier commission and committees had already dealt with this problem in greater dealt .

iii) There was a strong demand for ending the confusion arising out of the diverse pattern that prevailed.

iv)   There was a widespread belief that a national pattern of schools and colleges was an essential aspect of the nation's system of education.

The above considerations were further sustamiated with a view to introducing certain changes based on indigenous thinking in the prevailing pattern of education which was imported.

The commission approached this problem with certain assumptions. It believed that the standards in any given system of education would essentially depend upon four elements:

(i)   The structure of the division of the educational pyramid into different levels or stages and their inter-relationships.

(ii) The duration or the total period covered by the different stages.

(iii) The extent and quality of essential inputs such as teachers, curricula, methods of teaching and evaluation, and other infrastructures.

(iv) The utilisation of available facilities.

The commission also recognised the interplay of these elements in contributing of maintenance of standards. At the same time it realised the most significant role played by standards. At the same time it realised the most significant role played by the fourth elements viz., utilisation of available facilities in enhancing standards.

You may recall that the university education commission (1948-49) had categorically recommended 10+2+3 pattern and after that the secondary education commission (1952) had favoured 11+3 higher secondary pattern. The education commission, however favoured 10+2+3 pattern as the higher secondary pattern proposed by the secondary commission had run into rough weather in terms of its possible repercussions on unnecessary expansion, increased expenditure and non-availability of teaching facilities.

To begin with, the main issue before the commission was to decide whether the demand for uniform pattern was to be supported or not. The commission itself had divided opinion on this issue. There was a general consensus that a uniform pattern was desirable for improvements in the standards. Thus, with considerable flexibility to be permitted within ten-year school, the commission recommended 10+2+3 pattern of education. The salient features of this are.

- One to three years of pre-school education.

- A ten year period of general education consisting of 7 to 8 years of primary stage (a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years) and lower secondary stage of general education of 3 or 2 years or 1 to 3 years vocational education.

- Higher secondary stage of 2 years of general education (or 1 to 3 years of vocational education).

- Higher education stage of 3 years or more for the first degree and followed by courses of varying duration for the second or research degrees.

As a matter of fact this is one of the important recommendations of the commission which aimed at bringing about transformation in the education system. 10+2+3 implies that in a national system of education there are only three public examinations at the end of ten-year schooling, +2 stages and three year degree. It also implies that these examinations conducted by different regional boards and universities are equivalent and will have comparable standards for purpose of recruitment and admission to higher education.

This recommendation attracted wide attention and became controversial as education was under state control during this period and many states were not willing to adopt this pattern as it had both organisational and financial implications. However, the 42nd amendment of the constitution in 1976 shifted education to concurrent list. This enabled the central government to negotiate for consensus on the uniform pattern. Eventually the person was accepted by all the states in 1986.

4.2.3.2 The Common School System

One of the crucial steps of the education commission in connection with creating socially cohesive and egalitarian society is common school system. The major implication of this recommendation is to abolish exclusive elitist schools. In the context the commission used two expressions- the common school system of public education and the

neighbourhood school. This was not supported by many. Ultimately the national policy on education, 1968 in order to avoid the controversies on this issue issued a statement which read " to promote social cohesion and national integration, the common school concept as recommended by the education, Commission should be adopted" and that "efforts should be made to improve the standards of education in general schools" {sub-para 4(b) of para 4 of the national policy on education 1968}. But there is no follow up of implementing this policy recommendation since then, however this has generated serious debate on the subject among the politicians, academics and the public and it has now assumed political overtones.

4.2.3.3 Recommendation regarding the school curriculum

Regarding the purpose of school education, the commission recommended that the school should prepare citizens of the democratic society. When we discussed the aims of education in the colonial as well as in ancient period and it was stated that the formal education was restricted to ruling classes in the ancient period and it was meant for preparing the manpower for colonial administration during the British rule. The education commission emphasised the linkage between the national aspirations as envisaged in the constitution and the role of education system in fulfilling the same.

The school curriculum broadly entails the total experiences provided in the students in the light of the objectives delineated by the education system to realise the national goal and aspiration. Hence , we need to examine the stand taken by the commission in terms of the objectives of school education, the methods of instruction and the mechanism of assessing the extent to which the set objectives have been achieved. You should note that already there were notes of discordance regarding the prevailing school curriculum as both inadequate and outmoded in terms of equipping the students with required skills and knowledge. In this context, the commission noted that the prevailing school curriculum placed heavy importance on bookish knowledge and role learning as it was dominated by examination without giving due emphasis for the development of the useful skills which are necessary for successful living to begin with, the commission gave a fresh thinking to organising the curriculum of the first ten years of general education into a continuous programme of studies in terms of the knowledge skills and abilities that are to be adhered in different levels of school education in the light of the overall objectives of education, in this context the commission recommended that the child in lower primary education should acquire certain basic skills like reading, writing and arithmatic through mother tongue. In addition, the child should also acquire habits of healthy fiving and should be encouraged to adjust to its surroundings through an elementary study of the physical and social environment. While at the upper primary

level, it was presumed that the curriculum would build upon the early experiences to lead the child to acquire the introductory knowledge of mathematics, activity-based learning of physical, natural sciences, history, geography and civics. The foundation of healthy living would lead to physical education. At this stage child would be ready for acquiring a second language beside the mother tongue. At the secondary level the commission envisaged meeting the adolescent needs with an emphasis on total keeping the above broad objectives in view the commission recommended a detailed area of curricular study for each sub-stage of schooling.

Regarding the learning of the languages the commission recommended a modified three language formula and proposed one language at the lower primary stage two languages at the highest primary stage and three languages at the secondary stages. The language to be learnt in the lower primary should be either the mother tongue or the regional language. At the higher primary stage it should be in addition to mother tongue or regional language, official or the associate official languages of the union which he had not elected at the higher primary stage, in non Hindi areas he should study English and Hindi and in Hindi speaking areas he should study Hindi English and a modern Indian language.

The debate on the language learning got swamped by the issues of medium of instruction in political forms. Hence, the states are continued regarding the learning of the language which more or less coincided with the recommendations.

4.2.3.4 Work experience

In order to relate education to productivity, the commission recommended that work experience should be introduced as in integral part of education at all stages. The commission on redefined basic education proposed by Gandhiji as work experience and suggested programmes at different school stage to suit the age and maturity of pupils. Since in practice the basic education had largely become frozen amund certain crafts, the commission related the need to reorient it to the needs of a society which was to be transformed with the help of science and technology. In other words work experience must be forward looking in keep with the character of the new social order. According to the commission work experience would begin right from the lower stage of primary education in the from of simple handwork, followed by learning of a craft at the senior primary stage and it would take the form of a workshop training at the secondary stage. At the higher secondary stage where students are matured, work experience should be made available in the from of school workshops, and also on farms and in commercial and industrial establishments.

The commission also recognised the problems that might come in the way of implementing this programme. Hence it emphasised the need for training of teachers, provision of necessary facilities including supply of equipments and progressive extension of the programmes to all schools.

The recommendation dealing with work experience also ran into controversy because supporters of basic education did not agree with its emphasis on the use of science and technology and modern methods of production and wanted continuing of teaching of craft. However, work experience was introduced in schools which were not following basic education curriculum in order to avoid in this dichotomy, the Ishwarbhai patel committee combine the concept, " socially useful productive work", Even then, that all schools in the country accepted this reform in fact a study conducted by the NCERT in 1973 revealed that only 5.27%, 9.38%, 26.61% of the primary, middle and secondary schools respectively had introduced work experience while the craft continued to be introduced in 25.10%, 34.88%, 32.02% of the primary, middle and secondary schools respectively. Thus in all only 7.08% of all schools had work experience while 30.56% of the schools had craft. The activities done under craft and work experience were similar, in us the programme have not spread to other areas since then, the main difficulties being lack of government approval, resources, equipment and trained teachers.

4.2.3.5 Vocationalization of education

The commission emphasised the need to vocationalise higher secondary education and to expand the vocational courses so as to cover about fifty percent of the student enrolment at this stage. The commission envistged organising a large variety of terminal courses of varying duration. The courses proposed included teacher training for pre-primary and primary education, industrial training institutions, trades, middle levels personnel in agriculture and industry, para- medical/ health personnel, secretariat and home science. The recommendations of the commission with regard to vocationlisation at higher secondary stages are as follows:

1. The higher secondary stage should be extended to cover a period of two years and should be located exclusively in the schools.

2. Steps should be taker to implement this reform through a phased programme spread over the next 20 years.

3. As a first step in this direction, the pre-university course, irrespective of its duration, should be transferred from the colleges to the schools on a high priority basis with in the next ten years.

4. Simultaneously, attempts should be made in the fourth five year plan for improving the utilization of the existing period to the best exient possible, for the preparation of teachers for the two-year course by expanding and improving the post graduate stage, and for the working out if pilot projects with two year higher secondary course in select secondary schools.

In fact the commission also recommended part time non-formal education of general or vocational type even for such of those boys and girls who drop-out at the end of the elementary stage.

The commission made a specific recommendation to institute special grants to state Governments in the centrally- sponsored sectors to develop and sustain vocational programmes.

The commission's recommendation with regard to vocationalization at higher secondary stage has made limited progress. There were divergent views about vocationalization such as;

The proposals are considered unrealistic and impractieable as there is very little scope for additional employment for certificate and diploma holders.

As of now there is very little understanding and data base for the manpower requirements for the developing economy.

There is an underestimation of the problems relating to administrative, personnel, and financial matters in expanding vocationalization.

The scheme of central grants its recommended by the commission could not be initiated on an adequate scale.

There seemed to be no linking up of vocationlization with the national pattern of 10+2+3. As these programmes were provided along with academic stream in higher secondary schools instead of specialized institutions as visualised by the commission, very few students opted for these courses. Consequently most of the higher secondary schools ran only general courses.

4.2.4 National Education Policy

The recommendations of the education commission evoked a widespread debate in the Parliament. A Parliamentary committee went through the report in detail and endorsed some of the important recommendations such as the need for a national system of education, regional language as medium of instruction, improvement of the status of

teachers and new ten year school system etc, etc. The report was discussed in the Central Advisory Board of education and in the vice-chancellors conference. This was followed by the discussion of the report in both the houses of parliament. All these deliberations lead to the drafting of a National policy which was approved by the cabinet in 1968.

At this point of the history of constitutional rule, education was a subject coming under the jurisdiction of the State Government. The role of the centre was merely that of a facilitator or a promoter. Hence the educational policy of 1968 was only a board framework for the guidance of the state governments in reforming their education systems.

4.2.4.1 N.P.E 1968 on structure of education

Section 4 para 17 of the National policy on education 1968 dealing with the restructuring of education reads as follows.

"It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions."

You may notice that the above policy statement is only recommendatory. This is due to the fact that the school education then was not under the union or concurrent list. Therefore it can only be stated in that vein. It also provides flexibility for the states to deal with higher secondary according to their own needs. The restructuring involves greater outlay of funds to increase teachers, buildings to the existing structure apart from the finances required to improve the quality of education which is part of restructuring. Keeping this in mind the policy declared that:

"The reconstructions of educations on the lines indicated above will need additional outlay. The aim should be to gradually increase the investments in education so as to reach level of expenditure of 6 percent of the national income as early as possible", (section 5).

The Government of India recognises that the reconstruction of education is no easy task, not only are the resources scarce but the problems are exceedingly complex. Considering the key role which education , science and research play in developing the material and human resources of the country, the Government of India will, in addition to undertaking programmes in the central sector, assist the State Governments for the development of programmes of national importance, where co-ordinated action on the part of the states and the centre is called for, (section 6).

4.2.4.2 N.P.E 1968 on quality issue

Even through the education commission dealt elaborately on the issues of quality of education the national policy on education confined itself to equating quality of education with quality of teachers accordingly it declared:

"Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualification and professional competence that the success of all educational endeavour must ultimately depend. Teachers must, therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities,"(section 4 para 2a).

"The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected" (section 4 para 2b).

4.2.4.3 N.P.E on equity issue

The national policy took note of the issues related to equalization of educational opportunity. The following paragraphs of the policy document deals with this issue:

Strenous efforts should be made to equalize educational opportunity.

a) Regional imbalances in the provision of educational facilities should be corrected and good educational facilities should be provided in merit and other backward areas.

b) To promote social cohesion and national integration the common school system as recommended by the education commission should be adopted. Efforts should be made to improve the standards of education in general schools. All special schools like public schools should be required to admit students on the basis of merit and also to provide prescribed proportion of the tree-studentships to prevent segregation of social classes. This will not however, affect the rights of minorities under article 30 of the constitution.

c) the education of girls should require emphasis, not only on the grounds of social justice but also because it accelerates social transformation.

d) More intensive efforts are needed to develop education among the backward classes and especially among tribal people.

e) Educational facilities for the physically and mentality handicapped children should be expanded and attempts be made to develop integrated programmes enabling handicapped children to study in regular schools.

4.2.5 National education policy 1986

In 80's India was facing severe economic crisis. The need was felt to gear the educational policy towards the development of economy. This resulted in the National Education Policy 1986.

The NPE 1986 contended that the role of education is essentially to transform a static society into a vibrant one with commitment and development and change. The policy recognised the need for creating not only access to education for all sections but also getting then involved in the process of continuing education so as to promote a learning society. Further, the policy also had special emphasis on the rule of education in adequately equipping the new generation steeping into 21st century with required skills and competencies.

Following the 42ed amendment of the Indian constitution with the authority to legislate on education concurrently with the states so far as organisation are structure of education is concerned, the NPE operationally defined concurrence as a meaningful partnership between the centre and states and placed clear responsibility on the union government regarding the national and integrative character of education, quality and standards, manpower planning, research and advanced study, culture, human resources development and the international aspects of education.

The NPE 1986 gave an unqualified priority for universalisation of elementary education and indicated a vital shift from more provision of schooling facilities to improvement of facilities, universal enrolment and participation and achievement of satisfactory levels of learning. The policy advocated dual track approach with simultaneous attention or adult literacy and primary education. While shifting it focus from enrolments as well as retention and achievement, it also laid down conditionality for success.

The policy conceive universalisation of elementary education as contextual. Contextuality entails local area planning with dis-aggregated target setting and decentralised participation, planning and management. The focus shifts from educationally backward states to educationally backward districts.

NPE 1986 envisaged free and compulsory education of satisfactory quality for all children up to 14 years of age before the commencement of the 21st century. It also addressed the

more difficult aspect of access. Hence it advocates large scale and systematic programme of non-formal education as an integral component of the strategy to achieve universalisation of elementary education. The policy, however, stresses the need for having a comparable quality of non-formal education and providing enough flexibility to learners to proceed at their own—

The 'policy' emphasises integration of gender perspective in all aspects of planning. Hence there is a pronounced shift from mere equalisation of opportunity to education for women's equality. The policy further enjoins that the national educational system should play a positive interventionist role in the empowerment of women, foster the development of new values through redesigned curriculum, textbooks, training and orientation of teachers, decision makers and administrators.

The policy shifts its emphasis from sectoral to a multi-sectoral approach with convergence of all development inputs so as to improve the delivery of services and enhance the efficiency of resource utilization.

The national policy on education (NPE 1986) perceives education as an essential requirement for all as it is fundamental o the all-round developmefont of society, both material and spiritual. The role of education is to sensitize the minds for furthering the goals of socialism, secularism and democracy. Another important role of education is to promote and sustain the economic development of the society through fostering research and development to ensure self-reliance in technology and develop the required manpower harress it. In a nutshell education is a a unique investment in the present and the future.

There are some commonaliries between the NPE 1968 and NPE 1986. They refer to the reiteration of the commitment towards a common school system and the common educational structure of 10+2+3. The NPE 1986 has gone a step further while re-emphasizing the place of common core curriculum in the national system of education by specifying the underlying values. They are India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of the environment, removal of social barriers, small family norm and inculcation of the scientific temper.

The NPE 86 is much more specific in defining the role of education in promotiag equality. While the earlier policies talked about access, the present policy goes further by stipulating the provision of the conditions of success to ensure equality of educational opportunity and also fostering the value of equality for all.

Another important milestone of the NPE 1986 in its committment to laying down minimum levels of learning at each stage of education aimed to ensuring the quality of education and comparability across the nation.

The NPE 1986 declares that the entry into the higher education and technical education would be based on the requisite merit regardless of the origin of the aspirant.

Another important indication for the promotion of opportunity and creating learning society is found in the thrust given to open and distance learning in the policy.

4.2.5.1 N.P.E 1986 on universalisation of elementary education

The N.P.E 1986 rest an emphasis on attainment of essential level of learning in achieving universalisation in elementary education.

The policy proposed a three-pronged strategy to realise the task of universalization of primary education.

- Firstly, to provide a motivating school environment through child-centered and activity based learning process at the primary stage. In this context, the policy emphasized the need for providing supplementary remedial instruction to first generation learners and allowing them to progress at their own pace. The policy reiterated its commitment to retain the non-detention policy as recommended by the earlier commission. The policy also took note of adjusting school timings and vacations according to the convenience of the children.

- Secondly, to improve the inputs for teaching-learning process by providing essential facilities in primary schools in terms of classrooms, teachers and other teaching-learning equipments. The above facilities are to be delivered to all the primary schools in a phased manner under the scheme called Operation Black Board (OBB scheme).

- Thirdly, by designing alternative stream of systematic non-formal programme to ensure the coverage of children who dropout from the habitation without schools, working children and girls who can not attend regular schools to ensure universalization. In order to ensure the quality of such non-formal education, efforts will be made to use modern technological aids and the services of talented local young men and women from local community with training.

4.2.5.2 N.P.E 1986 on secondary education

Regarding secondary education, the policy made a commitment to widen access by

covering the areas unserved by schools.

With respect to the quality, the policy proposed to formulate curriculum for inculcating values of healthy work ethos, humane and composite culture.

For the first time in independent India a nationwide programme of special schools under the name of pace setting schools have been proposed. Such schools are meant for talented children largely rural, selected with due care bestowed for equity and social justice consideration. These institutions are residential in nature and education is provided free of charge. Such schools have already come into existence as NAVODAY SCHOOLS under the subsequent five year plans all over the country.

The policy proposed that vocational courses cover ten percent of higher secondary students by 1990 to increase to 25 percent by 1995. The content and nature of vacationlization proposed differ drastically from the past stereotypes and make the courses responsive to emergent technological and economic developments. In addition to the traditional courses of preparing the skilled manpower for primary and secondary sectors of production, the policy emphasises the courses to train people for tertiary service sectors like health, marketing and other social services.

Apart from the special courses at the +2 stage, the policy envisages appropriate flexible non-formal vocational courses for the youth who leave the formal school at the primary stage, school dropouts and neo-litcrates with special performance to the needs of women. Provision of tertiary level vocational courses is made for those who complete their higher secondary education through academic stream and who require such courses.

4.2.5.3 N.P.E 1986 on teacher education

The NPE 1986 was very clear in its proposals for improving the quality of teacher at the school level. It recognised the need for continuous teacher education process which can be ensured only through in-service programmes. In order to ensure this, the policy proposed district institutes of education and training (DIETs) in each of the districts all over the country for the training of teachers in formal primary schools and personnel working in non-formal and adult education. A similar institution to provide for the continuous in-service training for secondary school teacher is proposed through upgrading selected secondary teacher training colleges. These centres would complement the State Council of Educational Research and Training. (SCERT)

4.2.6 Programme of action, P.O.A 1986-1992

4.2.6.1 P.O.A 1986

For the first time an educational policy was immediately followed by a programme of action to implement the policy declarations. Thus the POA of 1986 had formulated the following action

1. In order to active the policy shift regarding UEE from universal enrolment only to universal enrolment and retention, the programme envisaged micro planning in a participative mode at the grass root level involving parents and teachers by family wise and design of action. This action replaced the earlier practice of enrolment drives.

2. The policy wanted the school environment to be attractive through improvement of primary schools and provision of support services. The POA conceived operation black board (OB scheme) to translate the policy intention. This scheme intended to provide a minimum two teachers and two classrooms in every primary schools and also provide minimum essential teaching-learning equipments and materials. All these formed a package. The Union Government was to share the financial responsibility with the states as education was put on the concurrent list of the constitution.

3. The policy's intention of increasing access to girls and working children from poor socio-economic background through a large-scale and systematic programme of non-formal education was conceived by POA as an integral strategy to achieve LIFE.

4. One of the thrust area of the NPE 1986 was to ensure universal attainment of essential levels of learning. Based on the recommendations of the committee appointed by the ministry which were endorsed by the CABE, MLL have been laid down for the primary stage. This is intended to reduce the curriculum load and to make it more functional and relevant.

5. The policy focused on the up gradation of the functioning of teacher. Immediately a centrally sponsored drive to orient all teachers was taken up to improve their profestional competence. This was called its mass orientation of school teachers (MOST).

6. The most was followed by the programme in the form of setting up of the district institutes of education and training (DIETs) as a centrally-sponsored scheme. The

main objectives of DIET are to provide quality pre-service and in-service training of teachers and functionaries of the formal, non-formal and adult education.

7. Similarly, at the secondary level, centres for in-service teachers training were established by upgrading secondary teacher education (IASE) and strengthening colleges of teacher education (CTE).

8. The POA also proposed, and action was subsequently taken to implement a scheme of strengthening of SCERTs by providing one time matching grant of 15 lakh to each SCERT. The intention was to confer autonomous statues to them to oversee DIETs, district resource units and elementary teacher training institutions.

9. The POA envisaged the establishment of Navodaya Vidyalayas in each district for children who are potentially high achievers irrespective of their socio-economic background. These institutions are intended to provide good quality education especially for talented rural children with due reservation for SCs and STs.

10. The NPE of 1986 advocated vocational education as a distinct stream to prepare to students for specified occupations. A substantially funded, centrally sponsored scheme of vocationalization of secondary education and also at the higher secondary level was lunched in 1987-88.

4.2.6.2 P.O.A 1992

The changes of Government with the return of the congress in the parliamentary elections of 1991 saw a review of the policy changes under the previous Government. The committee appointed to take up this task under the chairmanship of the chief minister of Andhra Pradesh, Mr. Janardana Reddy came to the conclusion that the National policy of 1986 did not require any drastic alteration. However the committee felt that the programme of action may be reviewed in the light of subsequent developments. Accordingly, the POA of 1986 was reviewed and revised by the CABE. This revised POA of 1992 reaffirmed most of the action plan in the case of the OB scheme, the POA 1982 amended the programme by specifying a minimum of three teachers and three classrooms in all schools and extended the scheme to upper primary schools in the field of adult education, the POA 1992 came up with a novel programme in the from of district literacy campaigns which had specific targets and participation of the people in carrying out the activities of adult education in each district. The revised POA envisages introducing MLL in non-formal education and lay down MLL at the upper primary level as well.

Consequent to the policy modification in 1992, a concerted effort was made to translate

the policy declaration into a concrete programme which is commonly known as revised programme of action 1992 (POA 1992).

4.2.7 National Policy for Person with Disabilities (2006)

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc. The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides those equal opportunities, protection of their rights and full participation in society.

4.2.7.1 Focus of the policy

The focus of the policy is on the following

1. Prevention of Disabilities - Since disability, in a large number of cases, is preventable; the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded.

2. Rehabilitation Measures - Rehabilitation measures can be classified into three distinct groups:

    i. Physical rehabilitation, which includes early detection and intervention, counselling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals.

    ii. Educational rehabilitation including vocational education and

    iii. Economic rehabilitation for a dignified life in society.

4.2.8 "Check your progress"

1. What is the implication of a National System of Education?

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2. How did the commission envisage achieving the educational objectives through organisation of school curriculam?

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3. What were the recommendations of NPE (1968) for teachers?

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4 . What is the strategy adopted in N.P.E 1986

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5. What was the main thrust area of P.O.A 1992?

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4.3 National acts: RCI act-1992, PWD act-1995, NT act-1999, RTE act (2009 & 2012).

Structure

4.3.1 Introduction

Persons with disabilities have rights as citizens of the country. They are protected by the constitution of India and all other laws that are meant for everyone. We here finally give the important national level policy and legislative frameworks supporting the inclusion of children and youth with disability in education.

4.3.2 Objectives

After studying this subunit, student teacher will be able to

i.   Identify the constitutional provision on education of Persons with disabilities

ii. Understands the role of education in preparing them as citizens and universalization of inclusive education.

4.3.3 R.C.I act 1992

The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993. The Act was amended by Parliament in 2000 to make it more broad based. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education.

The Rehabilitation Council of India Act-1992 or the RCI Act

The Rehabilitation Council of India Act governs professionals working in the field of disability and organisations that train professionals. It regulates the training of rehabilitation professionals. All professionals working in the field of disability have to register with the RCI. The RCI also recognises institutes and courses for training of professionals.

Function of R.C.I

1. Recognition of qualifications granted by University etc., in India for Rehabilitation Professionals.

2. Recognition of qualification by Institutions outside India

3. Rights of persons possessing qualifications included in the schedule to be enrolled

4. Power to require information as to courses of study and examination

5. Inspectors at examinations

6. Visitors examination

7. Withdrawal of recognition

8. Minimum standards of education

9. Registration in Register

10. Privileges of persons who are registered on Register

11. Professional Conduct and removal of names from Register

12. Appeal against Order of removal from Register

13. Register

14. Information to be furnished by council and publication thereof

15. Cognizance of offences

16. Protection of action taken in good faith

17. Employees of Council to be public servants

18. Power to make rules

19. Power to make regulations

20. Laying of rules and regulations before Parliament.

4.3.4 P.W.D Act 1995

The person with disabilities (equal opportunities, protection of rights and full participation) act1995; indicate that although Govt. Of India had made several attempts to implement integrated education programme, there is lack of firm commitment to promote integration. It states that whenever possible, children with disabilities should be educated in regular school settings. The PWD act, 1995 also states, "The appropriate Government and local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years (article); endeavour to promote the integration of students with disabilities in the normal schools (articles 26b)".

Persons with disabilities equal opportunities, protection of rights and full participation act 1995

The Persons with Disabilities Act covers persons with seven disabilities. These are blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation and mental illness. The act incorporates facilities that persons with disabilities are entitled to and the responsibilities and obligations placed on the government, public and private sector enterprises. The persons with disabilities act provides for:

● Free education for children with disabilities unto the age of 18.

● 3% reservation in employment in the Government sector for persons with physical disability, hearing impairment and vision impairment.

● Creation of barrier free environment- social security and unemployment allowance.

● It talks about prevention and early identification of disabilities.

4.3.5 N.T Act 1999

The National Trust for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999

The National Trust Act covers persons with four disabilities. These are mental retardation or intellectual disability, Autism, Cerebral Palsy and Multiple disabilities. The act gives due importance and recognition to persons with disabilities. It enables and empowers them to live independently and fully through its various schemes The act focuses on strengthening facilities and providing support for individuals to live within their own families. For persons with disabilities who require care-taking facilities, there is a provision for appointment of a guardian. Both persons with disabilities and their parents and guardians been invested with decision making powers. They can be a part of the local level committee that has the power to appoint a guardian. Parents and parent associations can also be appointed to the board of the National Trust. Registered parent associations can apply for funding for setting up facilities for persons with disabilities.

4.3.5.1 Objectives of the Act

This Act provides for the constitution of a national body for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities. Such a national body will be a trust whose objects shall be as under:

(a) to enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong;

(b) to strengthen facilities to provide support to persons with disability to live within their own families;

(c) to extend support to registered organisation to provide need based services during the period of crisis in the family of persons with disability;

(d) to deal with problems of persons with disability who do not have family support;

(e) to promote measures for the care and protection of persons with disability in the event of death of their parent or guardian;

(f) to evolve procedure for the appointment of guardians and trustees for persons with disability requiring such protection;

(g) to facilitate the realization of equal opportunities, protection of rights and full participation of persons with disability; and

(h) to do any other act which is incidental to the aforesaid objects. The Act received the assent of the President on 30th December, 1999 and extends to the whole of India.

4.3.6 R.T.E Act 2009, 2012

4.3.6.1 Introduction:

The Right to Education Act, which came into force on 1st April, 2010 after 62 years of independence, has made free and compulsory education a fundamental right of every child in the 6 to 14 age group. Now India has joined the group of those countries who provide for a constitutional guarantee to free and compulsory education. The enforcement of this Right has made it a joint responsibility of Central and State Governments to provide free and compulsory education to all children by all means.

4.3.6.2 History

At the time of Independence, India inherited an educational system which was not only quantitatively small but was also characterized by striking gender and regional disparities. Only one child out of three had been enrolled in primary school. Thus challenge was to provide elementary education to all its children within a stipulated period of time. Accordingly, universal education for all children in the 6-14 age groups became a constitutional provision by Article 45 of the Constitution. Special care of the economic and educational interests of the under privileged sections of the population also became a constitutional obligation. But these constitutional provisions still remain unfulfilled. Article-21A of the Constitution - Constitution (Eighty - Sixth Amendment) Act, 2002

December 2002

86th Amendment Act (2002) via Article 21A (Part III) seeks to make free and compulsory education a Fundamental Right for all children in the age group 6-14 years.

October 2003

A first draft of the legislation envisaged in the above Article, viz., Free and Compulsory Education for Children Bill, 2003, was prepared and posted on this website in October, 2003, inviting comments and suggestions from the public at large.

2004

Subsequently, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004

June 2005

The CABE (Central Advisory Board of Education) committee drafted the 'Right to Education' Bill and submitted to the Ministry of HRD. MHRD sent it to NAC where Mrs. Sonia Gandhi is the Chairperson. NAC sent the Bill to PM for his observation.

14th July 2006

The finance committee and planning commission rejected the Bill citing the lack of funds and a Model bill was sent to states for making the necessary arrangements. (Post-86th amendment, States had already cited lack of funds at State level)

2009

Right of Children to Free and Compulsory Education Bill, 2008, passed in both Houses of Parliament in 2009. The law received President's assent in August 2009.

1 April 2010

Article 21-A and the RTE Act come into effect.

4.3.6.3 Main Features

- Free and compulsory education to all children of India in the 6 to 14 age group.

- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.

- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.

- Proof of age for admission: For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth. Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof

- A child who completes elementary education shall be awarded a certificate.

- Call need to be taken for a fixed student–teacher ratio.

- Twenty-five per cent reservations for economically disadvantaged communities in admission to Class I in all private schools am to be done.

- Improvement in the quality of education is important.

- School teachers will need adequate professional degree within five years or else will lose job.

- School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.

- Financial burden will be shared between the state and the central government.

4.3.7 "Check your progress"

1. What is the full form of RCI?

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2. What do you mean by P.W.D?

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3. Interpret the main function of N.T?

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4. What is the main feature of R.T.E act?

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Unit-4.4 □ Programmes and Schemes : IEDC (1974, 1992), SSA (2000, 2011), RMSA–2009, IEDSS,–2009.

Structure

4.4.1 Introduction

This section deals with the programmes and scheme of government that was implemented to ensure the rights of education of the citizens with special reference to the differently able person. It also tried to describe the aims and objectives of the each government's initiatives.

4.4.2 Objectives

After studying this unit, students will be able to

i.   Know the government initiatives on education with special reference to differently able person

ii.   Analyse the goals emphasized in these programmes on education

iii.   Understands the aims and objectives of these schemes.

4.4.3 IEDC (1974, 1992)

In the process of bringing more children with disability under the umbrella of educational services, integration was projected as the cost effective approach. As a result, the general education system was sensitized to accept disabled children in general schools. Integration of children with disabilities is rather reinforcing better educational practices in the general school system. In order to provide impetus to integration, the centrally sponsored scheme of integrated education was introduced in 1974 and is being implemented in various states of the country article 21A of the Indian constitution every child in the age group of 6-14 years. This scheme was initially launched in 1974 and revised in 1992 for providing educational opportunities to the moderately, disabled children in the general school system.

4.4.3.1 Objectives of the IEDC

1. To act as an institutional mechanism for providing various services including information on all aspects of enterprise building to budding S&T entrepreneurs.

2. To create Entrepreneurial culture in the Parent Institution and other institutions in the region and to promote the objectives of NSTEDB, including programmes related to women and weaker sections of the society.

3. To inculcate a culture of innovation driven entrepreneurship through student projects.

4. To catalyse and promote development of S&T knowledge-based enterprises and promote employment opportunities in the innovative areas.

5. To respond effectively to the emerging challenges and opportunities both at national and international level relating to SMEs and micro enterprises.

4.4.3.2 Functions of IEDC

▪ To organise Entrepreneurship Awareness Camps, Entrepreneurship Development Programmes, Faculty Development Programmes and Skill Development Programmes in the college/institution for the benefit of S&T persons.

▪ To initiate five innovative student projects each year for new innovative product development.

▪ To organize Business Plan Competitions every year.

▪ To guide and assist prospective entrepreneurs on various aspects such as preparing

project reports, obtaining project approvals, loans and facilities from agencies of support system, information on technologies, etc.

- To arrange interaction with entrepreneurs and create a mentorship scheme for student entrepreneurs.

- To facilitate creation of entrepreneur's club in each college to foster culture of entrepreneurship amongst students.

4.4.4 S.S.A (2000, 2011)

In 2000, district primary education programme (DPEP) has been extended to the Sarva Shiksha Abhiyan (SSA). It is a programme with a clear time frame for universalisation of elementary education through a time bound integrated approach, in partnership with states. The SSA is to provide useful and relevant elementary education to all children in the 6 to14 age group by 2010. There is also another goal to bridge, social, regional and gender gaps, with active participation of the community in the management of schools.

Objectives of SSA :

➢ All children in the school, education guarantee centre, alternative school, back to school camps by 2003.

➢ All children complete five years of primary schooling by 2007.

➢ All children complete eight years of elementary schooling by 2010.

➢ Focus on elementary education of satisfactory quality with emphasis on 'education for life'.

➢ Bring all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

➢ Universal retention by 2010.

Broad aims :- The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Key features of the programme

The main features of SSA are:-

✓ A programme with a clear time frame for universal elementary education.

- ✓ A response to the demand for quality basic education all over the country'

- ✓ An opportunity for promoting social justice through basic education.

- ✓ An effort for effectively involving the Panchayati Raj Institutions, school management committee, village/ union smallest unit level education committee. Parent-teacher associations, mother-teacher associations, tribal autonomous council and other grass root level structure in the management of elementary schools.

- ✓ An expression of political will for universal elementary education across the country.

Main strategies under SSA

1. Institutional reforms

2. Sustainable financing and capacity building

3. Community ownership

4. Improving mainstream educational administration

5. Habitation as unit of planning

6. Priority in education of disadvantaged section of the society

7. Thrust on quality.

Incorporation of children with special need under SSA

The SSA has also taken care of children with special needs. The SSA aims to provide useful and relevant elementary education to all children including children with disabilities in the age range of 6-14 years by 2010. The person with disability act (1995) makes it mandatory on the part of government to provide needed educational facilities for the disabled. SSA calls for community ownership of school based interventions through effective decentralization. Under SSA, community based monitoring is to be done with full transparency to the community. It also envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community. It also focuses on the inclusion and participation of children with special needs in the educational process.

This programme lays a special thrust on making education at the elementary level useful and relevant for children by improving the curricula, child centered activities and effective teaching learning strategies. SSA also focuses on the developmental needs of teachers as it recognises the critical and central role of teacher. It ensures that every child with special needs, irrespective of the kind category and degree of disability, is provided education in an appropriate environment. It adopts 'zero rejection' policy so that no-

child is left out of the education system. The trust of SSA is to provide integrated and inclusive education to all children with special needs in general schools. It also supports a wide range of approaches, options and strategies for education of children with special needs which includes education through open learning system and open schools, wherever necessary, home based education itinerant teacher model, remedial training, part time classes, community based rehabilitations (CBR) vocational education and cooperative programme.

SSA offers the following provisions to CWSN:

Up to Rs. 3000/- per child for integrations of disabled children, as per specific proposal, per year.

District plan for children with special needs will be formulated within the Rs. 3000/- per child norm.Involvement of resource institutions to be encouraged.

4.4.5 R.M.S.A (2009)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009.

Objectives

The objectives of Rashtriya Madhyamik Shiksha Abhiyan can be summarised as follows

1. To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms.

2. To remove gender, socio-economic and disability barriers.

3. Universal access to secondary level education by 2017, i.e., by the end of the XII Five Year Plan.

4. Universal retention by 2020

Action plans

RMSA is planned to promote secondary education by establishing in every target school the following infrastructure

1. Additional class rooms

2. Laboratories

3. Libraries

4. Art and crafts room

5. Toilet blocks

6. Drinking water provisions

7. Residential hostels for teachers in remote areas In addition it aims to provide additional teachers to reduce student-teacher to 30:1, focus on science, mathematics and English education, in-service training of teachers, science laboratories, ICT-enabled education, curriculum reforms, and teaching-learning reforms.

Thrust areas

1. Quality improvement

2. ICT, information and communication technology

3. Equity and access

Planning for children with special needs (CWSN)

With the enactment of the Persons with Disabilities Act, 1995, the education for the CWSN received an impetus. This act entrusts certain governments and authorities for the provision of free access for these children towards education, allotted lands for certain purposes, non-discrimination in transports, financial incentive for them to undertake research etc. This scheme has also taken up programmes for the attitudinal changes and capacity building among teachers for the sake of these children. Achievements.

The major achievements of RMSA as of 2015-2016 report are:

1. New school11,577 new secondary schools were approved out of which, 10082 are functional.

2. Strengthening of schools: 337,731 have been approved in terms of infrastructure development under this scheme. The details are as follows:

_ Additional classroom: Out of 52750 approved, 20,839 were completed and 16,774 are under progress.

_ Science laboratory: Out of 25,948 approved, 10,107 were completed and 8532 are under progress.

_ Computer room: Out of 21,864 approved, 6920 were completed and 6297 are under progress.

- Library room: Out of 27,428 approved, 10,133 were completed and 8929 are under progress.
- Art/Craft room: Out of 31,453 approved, 12,062 were completed and 9686 are under progress.
- Drinking water: Out of 12,327 approved, 7096 were completed and 2507 are under progress.
- Teacher quarters: Out of 5408 approved, 623 were completed and 509 are under progress.
- Major repair: Out of 2975 approved, 1313 were completed and 271 are under progress.

4.4.6 IEDSS (2009)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched during 2009-10 and replaces the earlier scheme of Integrated Education for Disabled Children (IEDC). The aim of this scheme is to enable all students with disabilities to pursue four years of secondary education in an inclusive and enabling environment, after completing eight years of elementary schooling.

The scheme covers all children studying in classes IX to XII in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999). The type of disabilities range from blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation, mental illness, autism and cerebral leprosy, speech impairment, learning disabilities etc. Girls with disabilities are provided with special attention to help them gain access to secondary education, information and guidance for their developing potential. Moreover, the scheme envisages setting up model inclusive schools in every state.

Aims & Objectives

The Centrally Sponsored IEDSS Scheme aims to:

- Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment

- Provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).

- Support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The objectives of the scheme will be to ensure that:

- Every child with disability will be identified at the secondary level and his educational need assessed.

- Every student in need of aids and appliances, assistive devices, will be provided the same

- All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.

- Each student with disability will be supplied learning material as per his/ her requirement

- All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.

- Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.

- Model schools are set up in every state to develop good replicable practices in inclusive education.

- Components

Assistance is admissible for two major components

- Student-oriented components such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding and lodging facilities, therapeutic services, teaching learning materials, etc.

- Other components include appointment of special education teachers, allowances for general teachers teaching such children, teacher training, orientation of school administrators, establishment of resource room, providing barrier free environment etc.

Implementing Agency

The School Education Department of any State Government/Union Territory (UT) Administration acts as the implementation agency and 100 percent Central assistance is provided for all items covered in the scheme. The prerogative to involve NGOs having experience in the field of education of the disabled, in implementing the scheme,

completely lies with the implementing agency. The State Governments are only required to make provisions for a scholarship of Rs. 600 per disabled child per annum.

4.4.7 "Check your progress"

1. What is the main purpose of IEDC?

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2. State the broader aim of SSA

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3. Clearly state the main action plan of RAMSA

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4. Which are the objectives of IEDSS?

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Unit : 4.5 □ International Conventions and Policies : Salamanca Declaration and Framework (1994), UNCRPD (2006), MDG (2005), INCHEON Strategies.

Structure

4.5.1 Introduction

Society must adapt its structures to ensure that all children, irrespective of age, gender and disability, can enjoy the human rights that are inherent to their human dignity without discrimination of any kind. International human rights standards, including the Convention on the Rights of the Child, the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the Convention on the Rights of Persons with Disabilities, all point the way towards overcoming discrimination and recognizing the right to full participation of children with disabilities - in the home and community,

in school, health services, recreation activities and in all other aspects of life. Disability cannot be considered in isolation. It cuts across all aspects of a child's life and can have very different implications at different stages in a child's life cycle. Many of the initiatives to promote the rights of children with disabilities overlap with those for other excluded groups.The purpose of the conventions, therefore, to encourage actors at all levels - from the local to the international - to include children with disabilities in all their programmes and projects and to ensure that no child is left out.

4.5.2 Objectives

After learning the sub unit the student teacher will be able to explain

All relevant legislation and regulations for prohibition of discrimination on grounds of disability.

Effective remedies which are accessible to all children, families and caregivers.

A nationalplan of action that integrates the relevant provisions of all applicable international instruments.

A high-level multi sectoral Coordinating Committee which should be empowered to initiate proposals, suggest policies and monitor progress.

Awareness-raising and educational campaigns for the public, as well as specific groups of professionals, with the aim of preventing and addressing the defacto discrimination of children with disabilities.

4.5.2.1 The Salamanca Declaration And Framework For Action 1994 Salamanca statement:

More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain in June 1994 to further the aim of Education for All by considering what basic policy changes are needed to promote inclusive education, so that schools can serve all children, particularly those with special educational needs. Organized by the Government of Spain and UNESCO, the Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. They agreed a dynamic new Statement on the education of all disabled children, which called for inclusion to be the norm. In addition, the Conference adopted a new Framework for Action, the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. All educational policies,

says the Framework, should stipulate that disabled children attend the neighbour hood school 'that would be attended if the child did not have a disability.'

The Salamanca Statement says that:

- every child has a basic right to education

- every child has unique characteristics, interests, abilities and learning needs

- education services should take into account these diverse characteristics and needs

- those with special educational needs must have access to regular schools

- regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all

- such schools provide effective education to the majority of children, improve efficiency and cost- effectiveness.

- The Salamanca Statement asks governments to:

- give the highest priority to making education systems inclusive

- adopt the principle of inclusive education as a matter of law or policy

- develop demonstration projects

- encourage exchanges with countries which have experience of inclusion

- set up ways to plan, monitor and evaluate educational provision for children and adults

- encourage and make easy the participation of parents and organizations of disabled people

- invest in early identification and intervention strategies

- invest in the vocational aspects of inclusive education

- make sure there are adequate teacher education programs

4.5.2.2 The Framework for Action :

This Frame work for Action on Special Needs Education was adopted by the World Conference on Special Needs Education organized by the Government of Spain in co-o p e ration with UNESCO and held in Salamanca from 7 to 10 June 1994. Its purpose is to inform policy and guide action by government , international organization , national

aid agencies , n o n - governmental organization and other bodies in implementing the Salamanca Statement on Principles, Policy and Practice in Special Needs Education. The Framework draws extensively upon the national experience of the participating countries as well as upon resolution, recommendations and publication of the United Nations system and other intergovernmental organization, especially the Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

The Framework for Action outlines new thinking on special needs education and guidelines for action at national, regional and international levels .This Framework for Action comprises the following sections :

I.   New thinking in special needs education

II.   Guidelines for action at the national level

    A. Policy and organization

    B. School factors

        C. Recruitment and training of educational personnel

        D. External support services

        E. Priority areas

        F. Community perspectives

        G. Resource requirements

III.   Guidelines for action at the regional and international level

I.   New Thinking In Special Needs Education

1.   Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. Within the field of education, this is reflected in the development of strategies that seek to bring about a genuine equalization of opportunity.

2.   The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource   use and partnerships with their communities.

3.   Within inclusive schools, children with special educational needs should receive

what ever extra support they may require to ensure their effective education. Inclusive schooling is the most effective means for building solidarity between children with special needs and their peers.

4. The situation regarding special needs education varies enormously from one country to another. There are, for example, countries that have well established systems of special schools for those with specific impairments. Such special schools can represent a valuable resource for the development of inclusive schools. The staff of these special institutions possess the expertise needed for early screening and identification of children with disabilities.

5. Countries that have few or no special schools would, in general, be well advised to concentrate their efforts on the development of inclusive schools and the specialized services needed to enable them to serve the vast majority of children and youth - especially provision of teacher training in special needs education and the establishment of suitably staffed and equipped resource centres to which schools could turn for support.

6. Educational planning by governments should concentrate on education for all persons, in all regions of a country and in all economic conditions, through both public and private schools.

7. Because in the past relatively few children with disabilities have had access to education , especially in the developing regions of the world, there are millions of adults with disabilities who lack even the rudiments of a basic education. A concerted effort is thus required to teach literacy, numeracy and basic skills to persons with disabilities through adult education programmes .

8. Women and men should have equal influence on the design of educational programmes and the same opportunities to benefit from them.

9. It evidently cannot take account of the vast variety of situations encountered in the different regions and countries of the world and must, accordingly, be adapted to fit local requirements and circumstances. To be effective, it must be complemented by national, regional and local plans of action inspired by a political and popular will to achieve education for all.

II   Guidelines for Action at The National Level

A.   Policy and Organization

Integrated education and community-based rehabilitation represent complementary and mutually supportive approaches to serving those with special needs. Both are based upon the principles of inclusion, integration and participation, and represent well-tested and cost-effective approaches to promoting equality of access for those with special educational needs as part of a nationwide strategy aimed at achieving education for all. Countries are invited to consider the following actions concerning the policy and organization of their education systems. Legislation should recognize the principle of equality of opportunity for children , youth and adults with disabilities. Parallel and complementary legislative measures should be adopted in the fields of health, social welfare, vocational training and employment in order to support and give full effect to educational legislation . 4. Educational policies at all levels , from the national to the local, should stipulate that a child with a disability should attend the neighbourhood school. The practice of ' mainstreaming ' children with disabilities should be an integral part of national plans for achieving education for all.   Special attention should be paid to the needs of children and youth with severe or multiple disabilities. Educational policies should take full account of individual differences and situations. Both policies and financing arrangements should encourage and facilitate the development of inclusives

B. School Factors

Developing inclusive schools that cater for a wide range of pupils in both urban and rural areas re quires : the articulation of a clear and forceful policy on inclusion together with adequate financial provision-an effective public information effort to combat prejudice and create informed and positive attitudes-an extensive programme of orientation and staff training - and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools : curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos and extracurricular activities.

C. Recruitment and Training of Educational Personnel

Appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools. Furthermore, the importance of recruiting teachers with disabilities who can serve as role models for children with disabilities is increasingly recognized.

D. External Support Services

Provision of support services is of paramount importance for the success of inclusive educational policies. In order to ensure that, at all levels, external services are made available to children with special needs, educational authorities should consider the following. Both training institutions and special schools can provide access to specific devices and materials as well as training in instructional strategies that are not provided in regular class rooms. School clusters have proved a useful strategy in mobilizing educational resources as well as community involvement. Clusters of schools could be assigned collective responsibility for meeting the special educational needs of pupils in their area and given scope for allocating resources as required.

E. Priority Areas

Integration of children and young people with special educational needs would be more effective and successful if special consideration we are given in educational development plans to the following target are as : early childhood education to enhance the educability of all children, girls' education and the transition from education to adult working life.

F. Community Perspectives

Realizing the goal of successful education of children with special educational needs is not the task of the Ministries of Education and schools alone. It requires the co-operation of families , and the mobilization of the community and voluntary organizations as well as the support of the public - at - large.

G. Resource Requirements

The development of inclusive schools as the most effective means for achieving education for all must be recognized as a key government policy and accorded a privileged place on the nation's development agenda. It is only in this way that adequate resources can be obtained. Changes in policies and priorities cannot be effective unless adequate resource requirements are met.

III. Guide Lines for Action at the Regional and Inter National Level

International co-operation among governmental and nongovernmental, regional and interregional organizations can play a very important role in supporting the move toward inclusive schools. One important task for international co-operation is to support the launching of pilot projects aimed at trying out new approaches and at capacity building .A priority mission incumbent upon international organizations is to facilitate exchange of data, information.

4.5.3 United Nations Conventions on the Right of Persons with Disabilities, 2006

It is adopted by the General Assembly in December 2006.

Purpose: promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.

Record number of signatures on opening day: 81

Came into force in May 2007

Principles

- Respect for inherent dignity, individual autonomy
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference; disability as part of human diversity
- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect for evolving capacity of children

Persons with disabilities

Those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Article 5: Equality and non-discrimination

In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

Reasonable accommodation…means any necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (Article 2 — Definitions)

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Article 24: Education States Parties shall: Ensure an inclusive education system at all levels and lifelong learning.   Ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and living learning without discrimination and on an equal basis with others. To this ended States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Article 27: Work and Employment Right to work…on an equal basis with others…(in)…work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities States parties shall safeguard the …right to work…by taking appropriate steps including legislation to…

Art. 27 Steps and legislation to… Prohibit discrimination Protect rights…including labour and trade union rights . Ensure access to vocational and guidance services. Promote work opportunities including self employment. Ensure reasonable accommodation in the workplace. Promote professional rehabilitation and job retention and return to work programmes.

Public and private employers are noted as central to implementation of the right to work

States parties are additionally called upon to:

 – Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;

– Promote vocational and professional rehabilitation, job retention and return-to-work programmes

Promoting the UNCRPD

Formal interagency support group

Joint statement seeking high level support from heads of agencies

Guidelines for UNDAFs underway

4.5.4 Millennium Development Goals India Country Report 2015

The Millennium Development Goals (MDGs) are the eight international development goals that were established following the millennium summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. All 189 United Nations member states at the time (there are 193 currently), and at least 23 international organizations, committed to help achieve the following Millennium Development Goals by 2015.

GOALS

The MDGs were developed out of several commitments set forth in the Millennium Declaration, signed in September 2000. There are eight goals with 21 targets, and a series of measarable health indicators and economic indicators for each target.

1. Eradicate extreme poverty and hunger

2. Achieve universal primary education

3. Promote gender equality and empower women

4. Reduce child mortality rates

5. Improve maternal health

6. Combat HIV/AIDS, malaria, and other diseases

7. Ensure environmental sustainability

8. Develop a global partnership for development

MDGs lack strong objectives and indicators for within-country equality, despite significant disparities in many developing nations. Further critique of the MDGs is that the mechanism being used is that they seek to introduce local change through external innovations supported by external financing. The counter proposal being that these goals are better achieved by community initiative, building from resources of solidarity and local growth within existing cultural and government structures; iterations of proven local successes can scale up to address the larger need through human energy and existing resources using methodologies such as Participatory Rural Appraisal, Asset Based Community Development, or SEED-SCALE.

4.5.5 Incheon Strategies

Education 2030 : Towards inclusive and equitable quality education and lifelong learning for all

Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the privates sector, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). UNESCO initiated and led the convening of this milestone event for Education 2030.

4.5.5.1 Key principles and policy direction

The Incheon Strategy is based on the principles of the Convention on the Rights of Persons with Disabilities:

1. Respect for inherent dignity, individual autonomy, including the freedom to make one's own choices, and independence of persons;

2. Non-discrimination;

3. Full and effective participation and inclusion in society;

4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;

5. Equality of opportunity;

6. Accessibility;

7. Equality between men and women;

8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

4.5.5.2 Incheon Goals

The Incheon Strategy is composed of 10 interrelated goals, 27 targets and 62 indicators. The time frame for achieving the goals and targets is the Asian and Pacific Decade of Persons with Disabilities, 2013 to 2022.

1 Reduce poverty and enhance work and employment prospects

2 Promote participation in political processes and in decision-making

3 Enhance access to the physical environment, public transportation, knowledge, information and communication

4 Strengthen social protection

5 Expand early intervention and education of children with disabilities

6 Ensure gender equality and women's empowerment

7 Ensure disability-inclusive disaster risk reduction and management

8 Improve the reliability and comparability of disability data

9 Accelerate the ratification and implementation of the Convention on the Rights of Persons with Disabilities and the harmonization of national legislation with the Convention

10   Advance subregional, regional and interregional cooperation

The Incheon Strategy will enable the Asian and Pacific region to track progress towards improving the quality of life, and the fulfilment of the rights, of the region's 650 million persons with disabilities, most of whom live in poverty. The ESCAP secretariat is mandated to report every three years until the end of the Decade in 2022, on progress in the implementation of the Ministerial Declaration and the Incheon Strategy.

Conclusions

In countries the world over children with disabilities and their families continue to face discrimination and are not yet fully able to enjoy their basic human rights. The inclusion of children with disabilities is a matter of social justice and an essential investment in the future of society. It is not based on charity or goodwill but is an integral element of the expression and realization of universal human rights. The last two decades have witnessed a gathering global momentum for change. Many countries have already begun to reform their laws and structures and to remove barriers to the participation of persons with disabilities as full members of their communities. The Convention on the Rights of Persons with Disabilities, building upon the existing provisions of the Convention on the Rights of the Child, opens a new era in securing the rights of children with disabilities and their families. Together with the Millennium Agenda and other international initiatives, these international standards lay the foundation for each country and community to undertake a fundamental review of the situation of children and adults with disabilities and to take specific steps to promote their inclusion in society

4.5.5.3 "Check your progress"

1.   How many international organizations met in Salamanca?
   i)   23
   ii) 25
   iii) 37
   iv) 39

2.   which is not the key principle of the Incheon Strategy ?
   i)   Equality of opportunity
   ii) Full and effective participation and inclusion in society
   iii) Accessibility
   iv) Discrimination

3. How many international goals are incorporated in the Millennium Development Goals ?

    i) 23

    ii) 18

    iii) 8

    iv) 15

4.6 Let us sum-up

In this unit we have attempted to familiarize with you the changes that were brought about after independence in constitution for modifying the education system of republic India to ensure equality, liberty, secularism and social justice. We have discussed some of the implication of recommendation of education commission (1964), NPE, POA (1968, 1986 and 1992). We here also organized the experiences of the fact that how in order to develop a democratic nation in true sense our education system incorporated education for differently able person. In this connection we discussed here the implication of national policy and IEDSS (2009) and elaborated the national acts like RCI Act (1992), PWD Act(1995),NT Act(1999),RTE Act(2009). Finally we also discussed the brief description of world awareness on this matter that reflected in Salamanca declaration and framework (1994), UNCRPD (2006), MDG (2015) and INCHEON strategies**.**

4.7 Unit end exercises

1. What is the provision on education given in the article 45 of Indian constitution?

2. Do you think the common school system can alleviate social inequality in our country?

3. How do you think that the incentives given to teachers in NPE 1968 are effective?

4. What is the implication of NPE 1986 and POA 1992?

5. What is the main focus of the nation policy of PWD (2006)?

6. State two main function of RCI?

7. Write down the 3 main objectives of NT act?

8. What are the main features of RTE Act?

9.   Elaborate functions of IEDC?

10. What are the broader aims of SSA?

11. What is the provision under RAMSA regarding CWSN?

12. Who are the main implementing agencies under IEDSS?

13. Discuss the frame of action of Salamanca Declaration.

14. What is the purpose of UNCRPD,2006?

15. State the principles of UNCRPD,2006?

16. What do you mean by the Millenium Development Goals?

17. Write the principles on which INCOHEM strategy is based upon?

4.8 Answer to check your progress

Answer to 4.1.4

i.   Democracy, socialistic path and industrialization

ii.   Article 45,

iii. Article 15

Answer to 4.2.8

i.   Improvement of educational structure

ii.   Comprehensive curriculum for developing basic skills, knowledge, language for preparing democratic individual.

iii. Satisfactory emolument and service condition, academic freedom for teacher, in-service teachers education.

iv.   Provide conducive school environment, improving teaching learning process and developing a non formal system of education.

v.   Universalization of elementary education

Answer to 4.3.6

i.   Rehabilitation Council of India

ii.   Persons with disabilities

iii. To enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they belong

iv.   Free and compulsory education to all children of India in the 6 to 14 age group.

Answer to 4.4.7

i. To act as an institutional mechanism for providing various services including information on all aspects of enterprise building to budding Small scale Technological entrepreneurs for disabled person.

ii. Elementary education to all children of 6-14 age groups by the 2010.

iii. Additional class rooms, Laboratories, Libraries, Art and crafts room, Toilet blocks, Drinking water provisions, Residential hostels for teachers in remote areas.

iv. Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment.

Answer to 4.5.4.3

1. ii) 25

2. iv) Discrimination

3. iv) 8

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Unit - 5 □ Issues & Trends in Education

5.1 □ Challenges of Education from Pre-school Education to Senior Secondary

Structure

5.1   Challenges of Education from pre-school Education to senior secondary

    5.1.1   Introduction

    5.1.2   Objectives

    5.1.3   Challenges of Pre-school Education

    5.1.4   Challenges of Primary Education

    5.1.5   Challenges of Secondary Education

    5.1.6   Challenges of Senior Secondary Education

    5.1.7   ''Check your progress''

5.1.1 Introduction

Indian School Education System has various stages like Pre-School, Primary, Secondary and Senior-Secondary or Higher Secondary. These layers of School Education has different types of problems that are plaguing the total Education System in general. Since the prospect of Education bears the future of the country, school Education is the seed of the formal Education of a country & hence its proper nurturance is a pre-requisite. Here in this sub-unit, the various stages of School Education prevalent in India are discussed through the lens of problems, challenges & prospective future.

5.1.2 Objectives

Upon completion of the Sub-Unit, the student – teacher will be able to :

    i. Outline and analyse the challenges & prospect of pre-school Education.

    ii. Gain an understanding of the key challenges of Primary Education.

    iii. Develop a critical knowledge of the challenging parameters underlying Secondary Education.

iv. Plan & discuss the key areas of challenges of senior Secondary Education.

5.1.3 Challenges of Pre-school Education

Introduction : It has been seen over the years that pre-school participation has become more common & as such public support for these has grown drastically. Although policies vary across states as well as across options like private child care, pre-schools, head start & state pre-K. A big question arises regarding to the significance & value of pre-school education & financial expenditure on it further extends as whom it should serve or subsidize & thereby which program design are best in this regard. The following challenges & recommendations related to pre-school education are -

i) It has been noticed that various pre-school program have shown to yield positive effects on children learning & development. These effects although vary in size & persistence by the type of the program.

ii) In order to guarantee a well-designed pre-school education, program provisions should produce long-term improvements in school success, including better achievement level, lower rates of grade repetition & higher attainment of education. The challenge lies among some pre-school programs that are associated with reduced delinquency & crime in childhood & adulthood.

iii) Numerous evidences suggest that economically deprived children reap long-term benefits from a good pre-school. It is needless to comment that children from all other economic background have been found to benefit from such schools.

iv) The state should recognize the dearth of amenities in pre-school & should aim at providing financial help in order to promote educationally weak programs. Children from middle income families have least access & also majority of the children in poverty also lack pre-school experiences.

v) Increasing public investment in effective pre-school education programs for all children can yield substantial educational, political, social & economic benefits.

vi) Policy makers should not depart from pre-school education models that have proven highly effective.

vii) Well-educated teachers with proper training in the concerned area with adequate pay will lie a boost to the betterment of pre-school education in India.

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viii) Teachers in preschool programs should receive intensive supervision & coaching & they should be involved in a continuous improvement process for teaching learning.

ix) Pre-school educational programs should be designed in such a way so that it can produce positive effects on children's behaviour & later reductions in crime & delinquency.

x) In a broader aspect, pre-school education policy should be developed in the contest of comprehensive public policies programs to effectively support child development from birth to age 5 & beyond.

5.1.4 Challenges of Primary Education

In recent decades, India has made significant increase in primary school enrolment. This success story is largely due to various programs & drives to increase enrolment even in the remotest areas. Estimation reveals that enrolment reaches about 96%. Since 2009 & girls making upto 56% o new learners between 2007 & 2013. It is however clear that many problems of access to schooling have been addressed with caution. Improvements to infrastructure have been always given a top priority in achieving this. India now has nearly 1.4 million schools & 7.7 million teachers. Statistics also reveals that 98% of habitation have a primary school (Cl-I-V) within one kilometer radius. The under mentioned discussion will definitely throw light on the challenges & progress of primary education in India-

i) Nationally 29% of children drop out before completing 5 years of primary schooling & nearly 43% before reaching upper primary school. This data puts India among the top 5 nations for out of school children of primary school age.

ii) Taking into account, the physical barriers, many schools are not equipped to handle the full population. There is shortage of teachers. Only 53%of the schools have functional girl's toilets & 74% have proper access to drinking water.

iii) The key concern however rests on the quality of learning & reports show that children are not achieving class appropriate learning levels.

iv) According to Pratham's annual status of education 2013 report, close to 78% of children in standard III & about 5% of children in standard V cannot yet read std II texts. Arithmetic is also a cause for concern as only 26% students in standard

V can do a division problem. Hence, improving the quality of learning in schools is the big challenge for both the state & central Govts.

v) Improving learning will require attention to various issues like teacher accountability. According to some studies, teacher attendance is just 85% in primary level & responsibility for student learning also needs improvement.

vi) Overall, the public school system also needs a better general management system.

India also faces many challenges that can be tackled through the education system. In this context, gender issues have come to the forefront due to recent cases of violence against girls. Changing gender mindsets seems to be imperative & gender studies education is one way of doing so.

Collaborating efforts of India:

Many of India's concerns about education are shared by the US : such as ensuring quality, improving teacher capabilities, effective use of technology & improving management systems. The U.S. & India can achieve better learning outcomes if they aggregate their experience & resources in terms of intellectual & economic. These are possible by -

- Potential leveraging technology.
- Teacher education
- Regular & useful assessment systems
- Gender studies education
- Skills development
- Spending on education to be enhanced

5.1.5 Challenges of Secondary Education

The provision of responsibility & financing of secondary education is like other aspects of education – a joint responsibility of union & state governments. In the recent past, it has been noted that both levels of Govt. had prioritised to the policy development of financial investment in elementary education. However the recent focus on secondary education was provided by the 2005 Central Advisory Board of Education (CABE) Report (2005). Whether through domestic pressures or the indulgence of the Millennium

Development Goals, many countries, including India have devoted time, effort & resources to elementary education (World Bank, 2005). Although secondary education in this context has served to filter out students who would not go on to higher education. In this context there appears numerous & varied challenges in secondary education. There are noteworthy points of discussion regarding these national challenges that poses a tremendous threat to the development and quality of secondary education in India.

Access under the premise of challenges in Secondary Education : There are approximately 50 million children in secondary education in India whose translation into a Gross Enrolment Ratio (GER) of 46.81% in class ix-xii. Most of these 50 million (approx) children are in lower secondary education – 28.4 million, while the remaining are in higher secondary education.

In the near future, the no. of children in secondary education is expected to rise due to both supply & demand factors. Taking into consideration – supply, the GER in primary education is over 100%. The no. of children completing primary & upper primary education continues to rise.

If the demand side is looked upon, the returns to education for individuals indicate that there is still labour market demand for secondary education despite increasing number of them in the working age population. It has been documented that over the last decade, returns for lower secondary & higher secondary education have been the highest returns for any level of education.

See table –

'Equity' as a challenge in secondary education :

It is not surprising that there are gaps in enrolment rates for several subpopulations. Examples can be sited in lower secondary education nearly 51% of children aged between 14-15 attend school in urban area; whereas in rural areas, same aged, 41% children attend school (Fig 1a, 1b, see at the end of sub-unit 5.1). It is noteworthy that a prominent proportion of children in both rural & urban areas are over-aged in secondary education. Looking back at SC, ST and muslim minority students are always under represented, in proportion to their place in the populations. It is documented that SCs constitute about 20.6% of the general population of the requisite age but only 17.9% in the school population. It is further noted that the differences between minority groups & the majority population are generally less than the rural urban & gender gaps. (fig : 2a, Table 2b, see at the end of sub-unit 5.1)

The gender gap in this context is significant. It is highlighted in the table.

However it is noted that there is an equity factor to the enrolment in different type of schools. It has been further noticed that private school have significantly lower proportions of students from the SC & ST categories, in secondary education. Although the share is very low in private aided schools. This is actually not surprising issue that these sub-groups are on average poorer & hence they are less likely to be able to afford the fees associated with private schools, that are situated in urban areas.

Quality as a challenge in Secondary Education :

Landmark data on the quality of education is very low. There is no national assessment of performance in secondary education. It is known that there are about 30 state examination boards that are entitled to prepare examinations for secondary students. However the pass rates across states are not comparable as they consistently vary. In addition to this, pass rates are not comparable across-time within one state. Moreover pass rated are not comparable across time within one state there are 5 state boards in which the pass rate fluctuated by more than 5% points between 2007 & 2008 & a further 6 boards in which the difference was more than 10% points. This is because the general abilities of students do not vary greatly & they have had very similar educational experiences over consecutive years.

Some assessments conducted in individual states, using internationally standardised assessments, suggest student learning is very weak & below standard in India.

Addressing the challenges :

In order to implement any strategy to address these challenges in secondary education must start from the understanding of institutional landscape in the sector : a scenario that is very different from that in primary education.

Patterns of school management of secondary education are complex & vary considerably across the Indian states.

It is further noted that in West Bengal almost all enrolment is in aided schools, whereas there are none such schools in Manipur or Chhattisgarh. These states have almost equal numbers of Govt. & private unaided schools. (Figs: 3a, 3b, see at the end of sub-unit 5.1)

Expanding **Access** will require both public & private investments, given the needs & the distribution of management types.

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Many of the equity gaps will be closed over time merely due to the expansion of secondary education. There is good experience internationally in conditioning these transfers on school attendance & achievement, an option which is likely to make a difference in India too.

In order to improve the quality of secondary education & upgrading the learning outcomes of students, it is the joint key challenges for all types of schools throughout India. A major quality aspect of secondary education includes –

  i) Revision of state syllabi & textbooks at secondary stage should be in accordance with the National Curriculum Framework 2005)

 ii) Improvement of classroom processes & management of schools so that the curricular & pedagogic shift for enhancing participation in learning may be implemented.

iii) Promotion of continuous & comprehensive evaluation and examination reform at secondary level.

 iv) Quality imperative in teacher preparation should be encouraged.

  v) Monitoring & quality improvement in researches need to be intervened.

 vi) Information & communication technology to be infused in all areas of concerns.

vii) Establishment of roles of various national, state, district level agencies in this aspect.

viii) Multi layer strategic guidelines & indicative financial norms to be introduced at a faster pace.

5.1.6 Challenges of Senior Secondary Education

India is the largest democracy with remarkable diversity among its population of 1.2 billion that accounts for 17% of the world's population. Nearly 70% of Indian population is rural. The adult literacy rate is approx. 60% & is considerably lower in females & minorities. The following are the challenges posed by higher or senior secondary education in India.

1) Physical barriers – Inadequate school infrastructures owing to teaching learning conditions is a primordial factor in this respect. Improper public transportation is also a determinant factor in excluding students from the education system. Persons living in

poverty are the mostly affected. This require bringing schools closer to communities, often through improvements in the aforesaid areas. Strategies also include the establishment of boarding schools.

Threat of violence against girls on the way to & from schools limits their inclination towards education. Within schools, inadequately built classrooms & toilets can also restrict their use by students with disabilities.

2) Financial barriers – Direct & indirect costs of schooling is a central reason for children being out of school or dropping out. Tuition fees appear as the most significant financial obstacle in this respect. Furthermore targeting elimination of child labour in order to safeguard mandatory education is relevant in this respect. Besides disparities in the provisions for public education contribute to unequal opportunities for many students receiving educations in poorly resoirced schools as compared to its contrast counterparts.

States should shoulder the responsibility to alleviate this financial burden & ensure that higher secondary education is generally available &accessible to all & also ensure equal access to higher education on the basis of merit.

Incentives in the form of school meal programmes, in poverty stricken areas to be implemented in order to ensure income deprivation in particular & poverty in general. Broadly speaking, state investment in social protection policies & its contribution to alleviating the burden on families & child poverty plays a pivoted role in the promotion of education.

As poverty & social exclusion is one of the major barriers in achieving the EFA, the use of direct financial support. These comprises of fellowship schemes, conditional cash transfers or social assistance support for school going children.

The right to education establishes the state to take the responsibility of promotional measures including financial support schemes. Article 13 of the International covenant on economic, social & cultural rights proposes the establishment of an adequate fellowship system, among its provision on the right to education.

3) Linguistic & cultural barriers : The lack of education in mother tongue or native languages in often a source of exclusion. This is applied for minorities & migrants cases. The united Nations Declaration on the Rights of persons belonging to National or Ethnic, Religious & Linguistic Minorities, establishes in article 4(3) that states should take appropriate measures so that wherever possible, persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in

their mother tongue the forum on minority issues recommended that states take appropriate measures, wherever possible, to ensure that persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue.

Respecting the richness of linguistic & cultural diversity, education policies in today's globalized world should give high consideration to mother-tongue based multilingual education.

5.1.7 ''Check your progress'' -1

1. What is the age limit of pre-school education?

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2. What do pre-school program provide for teacher?

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3. Mention the nation's % of dropout in primary education.

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4. Write any two physical barriers of primary education.

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5. Mention any two collaborating efforts of India in relation to primary education.

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6. Write the three premises of challenges in secondary education in India.

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7. Give the full form of NCF.

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8. What should be the characteristic of evaluation at secdondary stage of education?

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9. What is meant by linguistic barriers?

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10. Give 2 examples of incentives in the promotion of senior secondary education.

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Fig. : 1a : Wage Premiums in India, by Level of Education
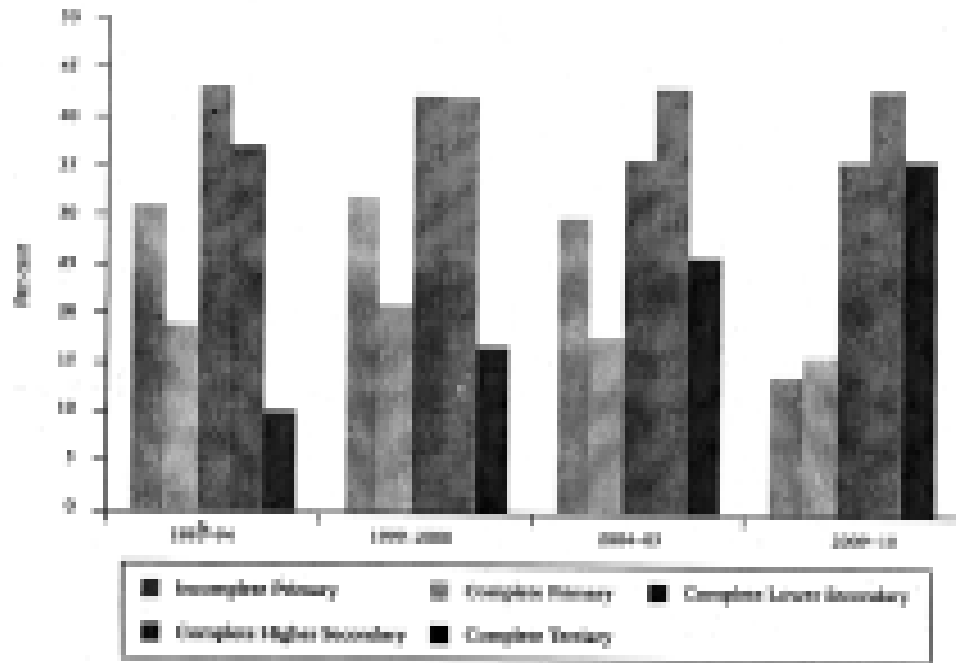
Fig. : 1b : Proportion of the Age / Age Group Population that has Completed Secondary for Above) Education, 2007-08)
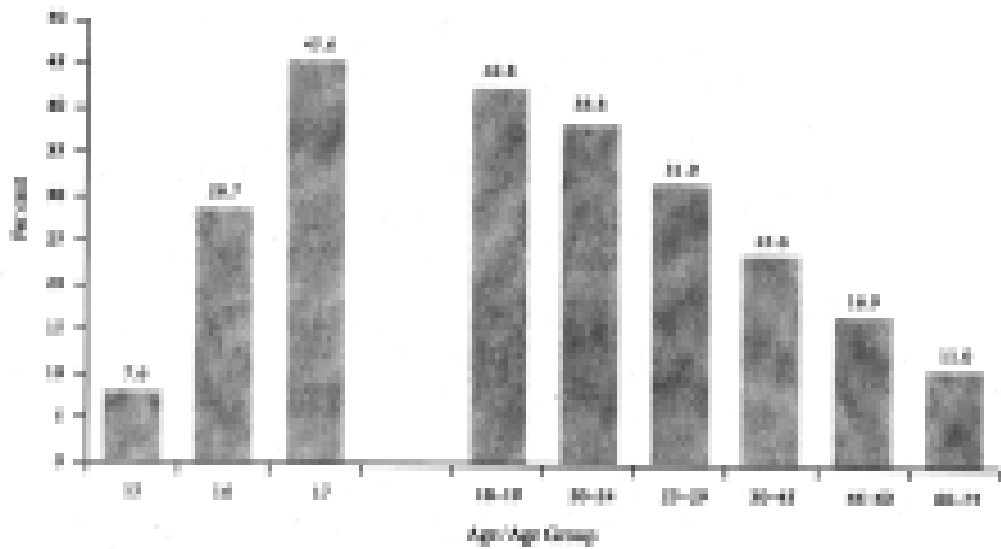
Fig. : 2a : State Wise Gap between Class VIII Gross Completion Rate (2007) and Class IX Gross Intake Rule (2008)
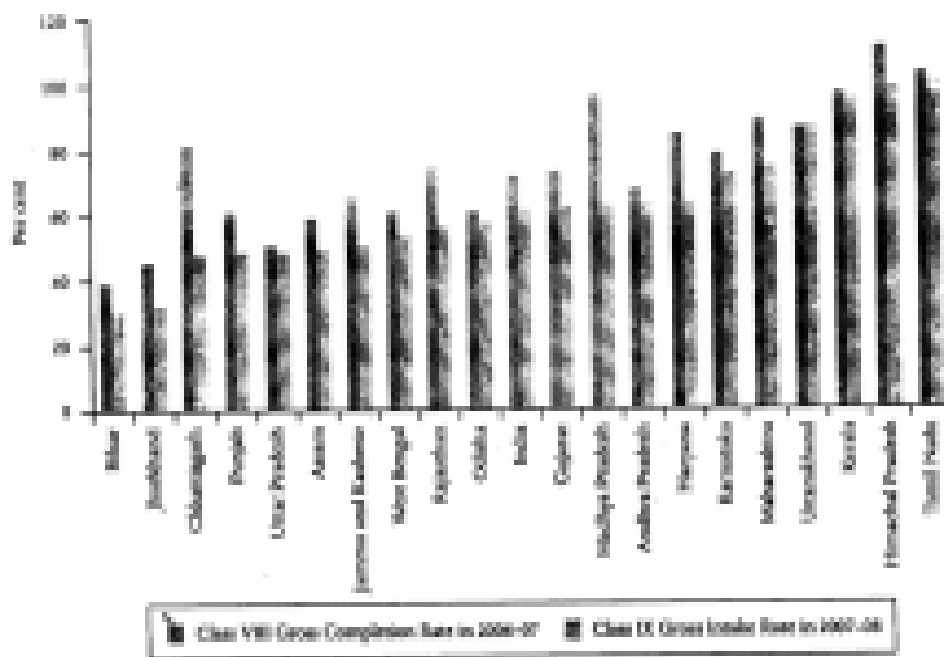
Table : 2b : School Participation by Location and Age Group and by Stage of Education

Age Group	Out of School (in per cent)		Attending Classes IX-X (in per cent)		Attending Classes XI-XII (in per cent)	
11	Rural	Urban	Rural	Urban	Rural	Urban
11-13	14.7	10.8	3.9	7.4	0.0	0.0
14-15	30.9	21.2	37.7	51.3	2.3	6.2
16-17	31.5	39.2	20.9	17.9	22.7	39.7
18+	95.7	95.8	1.1	0.7	3.0	3.4

Age : Age appropriate enrolment for Classes iX-X is 14-15 and for Classes XI-XII is 16-17

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Fig. : 3a : Management of Higher secondary Education by State, 2006-07

Fig. : 3b : Relative Proportions of Enrolments by Management Types in Lower and Higher Secondary Education, Selected States, 2007-08

Note : Govt.=Government ; HS=Higher Secondary ; LB=Local Body; LS=Lower Secondary; Pvt.=Private

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5.2 : Inclusive Education as a Right Based model

Structure

5.2.1 Introduction :

There are three broad approaches to the Education of children with disabilities :

- Segregation, in which children are classified on the basis of their impairment & allocated a school accordingly.

- Integration, where children with disabilities are placed in the mainstream system and

- Inclusion, where there is recognition of a need to transform the cultures, policies & practices in schools to cater to the needs of students & to remove the barriers that block the possibility.

It is often documented that inclusive education is not only about addressing issues of such as access & teacher-training, but also involves a shift in underlying values & beliefs held across the system. It is actually including children with disabilities to have access to schooling within their own communities, provided with appropriate learning opportunities in order to fulfill their potential. This approach is grounded by an understanding that all children should have equivalent & systematic learning

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opportunities in a wide range of school & additional educational settings, despite the differences that might exist.

This pedagogical approach stresses upon –

i) The open learning potential of each student, rather than a hierarchy of cognitive skills.

ii) Reform of the curriculum & a cross – cutting pedagogy, than a need to focus on student deficiencies

iii) Active participation of students in the learning process, rather than emphasis on specialised discipline knowledge as key to teacher expertise.

iv) A common curriculum for all, based upon differentiated &/or individualised instruction than an alternative curriculum being developed for low achievers

v) Teachers who include, rather than exclude.

5.2.2 Objectives :

Upon completion of the teaching learning material, the trainee trachers will be able to –

- develop a considerable knowledge on inclusion & its key areas of concern.
- analyse & put forward relevant human right standards.
- understand principles on right based model/approach.
- pinpoint & discuss concepts underlying right to eduation.

5.2.3 Radical changes in the Education System :

The following changes are based upon values & principles of the people involved in delivering education. Central to an inclusive approach is a commitment to :

i) Putting values into action

ii) Valuing every life equally

iii) Helping everyone feel a sense of belonging

iv) Promoting children's participation in learning & teaching.

v) Reducing exclusion, discrimination & barriers to learning & participation.

vi) Developing cultures, politicises & practices to promote diversity & respect for everyone equally.

vii) Learning from inclusive practice to share the lessons widely.

viii) Acknowledging the right of children to locally based high quality education.

ix) Improving schools for staff & parents as well as children.

x) Emphasising the value of building positive school communication as well as achievements.

xi) Fostering positive relationships between schools & their values & surrounding communities.

xii) Recognising the inclusion in education is one aspect of inclusion in society.

5.2.4 The Human Rights backdrop for Inclusion :

In is known to all that inclusion is much said in human rights issues (or approach), but there are also social & educational beneficiaries. These can be put together as under :

i) It can produce positive changes in attitudes within schools towards diversity by educating all children together thereby to higher social cohesion.

ii) Children with disabilities learn tolerance, acceptance of difference & respect for diversity.

iii) Children with disabilities are less stigmatised & more socially included.

iv) Children with disabilities have access to wider curriculum than that which is available in special schools.

v) There are educational benefits for all children inherent in providing inclusive education by the help of changes made in the way schooling is planned, implemented & evaluated.

vi) As a matter of fact education is a means to ensure that people can enjoy & defend their rights in society & contribute to the process of democratisation & personalisation both in society & in education.

5.2.5 The significant Human Rights standards :

One of the messages emerging from the general Discussion Day on the rights of children with disabilities held by the committee on the rights of the child in Oct'1997, was the importance of recognising children with disabilities as contributors of society & not burdens.

The World Bank was estimated that people with disabilities may account for as many as 1 in 5 of the world's poorest people (1997).

A 2005 World Bank study also concluded the "disability is associated with long term poverty in the sense that children with disabilities are less likely to acquire the human capital that will allow them to earn higher incomes".

Educating children with disabilities is a good investment. A world Bank paper purports that it reduces welfare costs & current & future dependence. It also frees other members from caring responsibilities, allowing them to increase employment or other production activities.

A 2009 UNESCO study notes that up to 35.6% of global GDP lost due to disability is estimated to take place in Europe & Central Asia.

In addition to this the orginisation of Economic Cooperation & Development (OECD) acknowledges that improving the equity & equality of education system is "vital to the maintenance of a flourishing economy & society".

CRC : All government in the region have agreed upon the convention on the rights of the child (CRC), holistic human rights treaty addressing the society economic, cultural, civil, political & protection rights of the children. It emphasizes both the right to education on the basis of equality of opportunity & the broad aims of education in terms of promoting the fullest possible development of the child. In its general comment on the aims of education, the committee on the "Rights of the child" has emphasised that education to which every child has a right is one designed to provide the child with life skills, to strengthen the child's capacity to enjoy a full range of human rights & to promote a culture which is infused by human rights values.

CRPD : Although the CRC commitments, the rights of children with disabilities continue to be widely neglected & violated. The UN convention on rights of persons with Disabilities (CRPD) was drafted, not to introduce new rights—the rights of persons

with disabilities are exactly, the same as those of every other person. In order to confirm those rights & introduce additional obligation on govt. to realise their commitment. May 2012, 7 countries had ratified the CRPD : Armenia, Azerbaijan, Bosnia and Herzogoverria, Serbia, Slovakia, Croatia, Czech Republic, Hungary Latvia, Lithuania, Montenegro, Moldova, Romania, Russian Federation, Slovenia, Turkey & Turkmenistan. The CRPD includes detailed provisions on the rights to education, stressing more explicitly than in the CRC, regarding "an inclusive system of education at all levels".

It also unproduced a range of obligations to remove the barriers that serve to impede the realization of rights for people, including children with disabilities & ensure to more effective protection & a harder voice for children with disabilities to claim their rights. The chart elaborate the key articles in both conventions, i.e., CRC & CRPD.

Chart - 1

CRC

Best interests

Article 3 – the best interests of the child must be a primary consideration in all actions concerning children taken by public and private bodies. Services, facilities and institutions caring for children must comply with appropriate standards in respect of health, safery, wuality of staff and proper supervision.

Participation

Article 12 – the right of every child capable of forming a view, to express views and have them given due weight in accordance with age and maturity.

Article 23 – right to active participation within the community.

Support for parents

Article 18 – both parents have equal responsibilities for their children and should have children's best interests as their primary concern. States must provide assistance, support and services to help parents bring up their children.

Protection from all forms of violence

Article 19 – children have the right to protection from all forms of violence, neglect, exploitation and abuse, and States must take all appropriate measures to protect them from such violence.

CRPD

Article 7 – reaffirms that the best interests of the child with disabilities must be a primary consideration.

Article 16 – all facilities and programmes for people. Including children with disabilities, must be monitored by independent authorities.

Article 3 – full and effective participation is a general principle of the CRPD.

Article 7 – affirms the right of children with disabilities to express views and have them given due weight in accordance with age and maturity, on an equal basis with other children. They must be provided with disability and age-appropriate support of realise this right.

Article 23 – States must produce appropriate assistance to parents with disabilities to help them care for their children. Children with disabilities have equal rights to family life and States must provide early information, services and support to children with disabilities and their families to prevent concealment, abandonment, neglect and segregation.

Article 16 – affirms the right to protection from violence, and requires States to provide forms of support to people with disabilities to help them avoid violence and abuse and it must be accessible and appropriate to children with disabilities, as well as gender sensitive. All protection services must be age, gender and disability – sensitive. States must introduce child-focused legislation and policies to ensure that violence against children with disabilities is identified, investigated and prosecuted where appropriate.

Article 30 – ensures that children with disabilities have equal opportunities with others to play, recreation, leisure and sporting activities.

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Play, leisure and access to cultural life
Article 31 – the right to play and recreation and to participate in cultural and artistic life

Education
Article 28 – education must be provided to every child on the basis of equality of opportunity.
States must :
- Make primary education compulsory and free to all;
- Make secondary school available and accessible to every child and take measures to make it free;
- Make higher education accessible to all on basis of capacity;
- Make vocational information available and accessible to all children;
- Take measures to increase attendance and reduce drop-outs.

All appropriate measures must be taken to ensure that school discipline respects children's dignity and complies with other right in the UNCRC, and States must encourage international cooperation.
Article 29 – Education must be directed to the development of children to the fullest potential respect for human rights, respect for the child's parents and their values, the values of their own and others' societies, preparation of the child for life in a free society and respect for the natural environment.

Non-discrimination
Article 2 – the right to non-discrimination on any ground, including disability, and the obligation of States to take all appropriate measures to protect children from all forms of discrimination.

Implementation
Article 4 – obligation on States to take all appropriate legislative, administrative and other measures to implement the UNCRC. With social, economic and cultural rights, measures must be taken to the maximum extent of available resources.

Article 30 – ensure that children with disabilities have equal opportunities with others to play, recreation, leisure and sporting activities.

Article 24 – affirms the right of people with disabilities to inclusive education, at all levels, without discrimination and on the basis of equality of opportunity. States must ensure that children with disabilities :
- Are not excluded from the general education system and can access inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live;
- are provided with reasonable accommodation of their needs;
- receive the support they need within the general education system;
- are provided with individualised support measures, consistent with full inclusion.
  States must also take measures to enable people with disabilities to participate equally in education and their communities by supporting learning of all alternative forms of communication, and enabling deaf, blind and deaf, blind children to learn in the most appropriate languages and modes and in environments that maximise their development.

The education system must enable people with disabilities to achieve the full development of their personality, talents, creativity and mental and physical abilities, a sense of dignity and self-worth, respect for human rights and effective participation in society.

Article 2 – defines discrimination on the basis of disability as any exclusion or restriction that prevents the realisation of rights on an equal basis with other.
Article 3 – non-discrimination, equality of opportunity and equality between men/boys and women/girls are general principles of the CRPD.
Article 4 – duty on States to eliminate discrimination.
Article 5 – prohibition of discrimination on grounds of disability, and obligation on States to provide reasonable accommodation to promote equality and eliminate discrimination.
Article 6 – obligation to take measures to address the multiple discrimination faced by women and girls with disabilities.
Article 7 – guarantees children with disabilities respect for rights on an equal basis with other children.
Article 8 – States must adopt wide-ranging measures to raise awareness of the rights of people with disabilities, combat prejudice and discrimination, promote positive images of disability, encourage respect for people with disabilities in the education system and provide awareness training on disability.

Article 4 – sets out detailed obligations to take all appropriate measures to implement the CRPD, including :
- legislation;
- protection of rights of people, including children, with disabilities in all policies and programme;
- avoidance of actions inconsistent with the CRPD;
- measures to eliminate discrimination;
- promotion of universal design, research into new

technologies and provision of information and services on available aids and devices;

- training professionals on the CRPD;
- consulting with people with disabilities, including children, on all legislation and policies to implement the CRPD;
- With regard to economic, social and cultural rights, implementation to the maximum of available resources

(Education is a social right).

Article 31 – obliges States to collect data on the number of persons with disabilities and to disaggregate data in their national statistics.

Article 33 – requires States to designate a focal point for implementation of the Convention and to fully involve organizations of persons with disabilities and their representative organizations to participate fully in this process.

5.2.6 Principles underlying a Rights Based Model/Approach to Education

A rights based approach to education is informed by 7 fundamental principles of human rights. These principles are required to be implemented in the development of legislations, policies & practices confining to the right to inclusive education. They are the following :

1) **Universality & inalienability :** Human rights are universal & inalienable, the entitlement of all people everywhere in the world. An individual cannot voluntarily give them up. Nor can others take them away.

2) **Indivisibility :** Human rights are indivisible. Whether civil, cultural, economic, political or social, they are all inherent to the dignity of every person.

3) **Interdependence & interrelatedness :** The realisation of one right often depends, holly or partially on the realization of others.

4) **Equality & non-discrimination :** All individuals are equal as human beings & by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind.

5) **Participation and Inclusion :** Every person & all people are entitled to active, free & meaningful participation in, contribution to & enjoyment of civil, economic, social, cultured & political development.

6) **Empowerment :** It is the process by which people's capabilities to demand & use their human rights grow. The goal is to give people the power & capabilities to claim their rights, in order to change their own lives & improve their communities.

7) **Accountability & respect for the rule of law :** A rights based approach seeks to raise levels of account ability in the development process by identifying rights holders and corresponding 'duty bearers' & to enhance the capacities of those suty bearers to meet their obligations.

5.2.7 Commitment of the Right to Education in Human Rights Based approach

The following are the obligations to endure the right to education for children with disabilities. CRC & CRPD undertook to lake all necessary measures to ensure the following realizations transforming into action –

i) **To fulfill the right to education –** To ensure that quality education is available for all children, promoting inclusive education & introducing positive measures to enable children to benefit from it. For eg, making physical adaptations to buildings, providing accessible transport, adapting the curricula to the needs of all children & providing necessary equipment & resources.

ii) **To respect the right to education –** Smooth implementation serve to prevent children availing education, such as legislation that categorizes certain groups of children with disabilities as uneducable or school entry testing systems that serve to categorize children with disabilities as not ready for school.

iii) **To protect the right to education –** This can be maximized by taking necessary measures to remove the obstacles to education put forward by individuals or communities, like resistance by teachers or violence, abuse or bullying in the school environment.

iv) **For local authorities –** The development of local policies for implementation of inclusion, appropriate support for individual schools, provisions for funding, securing necessary building adaptations & the provisions for resource centres.

v) **For individual schools –** With the advent & introduction of an inclusive educational environment the addresses the culture, policies & practices of the school to ensure that the basic conditions exist in which all children can participate & learn.

vi) **For parents –** Sending all their children to school & supporting them both in their education & in helping the schools to comply with the principles of an inclusive approach.

vii) **For children –** To take advantage of opportunities to participate & learn, support their peers & cooperate with the values of inclusive schooling.

viii) **For social society –** Supporting the development of community based inclusive education & contributing to an environment of respect & acceptance.

5.2.8 Good Governing policies :

Inclusive education demands that ministries of education have responsibility for the education of all children. In addition to this, without coordinated action across a no. of govt. ministries being embedded in the strategies for introducing inclusive education, the system will remain entrenched in an able-bodied culture & ethos. This will subsequently be or harder to change. Overall, ministries need to the aligned in their understanding of all commitment to inclusive education in order to achieve an integrated & holistic approach where they are working collaboratively towards a shared agenda. Inclusion needs to he understood as an integral to the whole of the education system – not just an odd on. According to rights based approach, this will require –

- Coordination between ministries of health, to ensure early identification & assessment & rehabilitation services.

- Close liaison between ministries responsible for social work services, social protection, employment & vocational training.

- Engagement of ministries responsible for school building maintenance and improvements needed to ensure that the design of schools is consistent with the commitment to inclusion – that play areas, sports facilities, corridors, doors, classroom, layout & entry to buildings are accessible.

- Cooperation between finance ministries & those developing the policy to ensure the allocation & oversight of budgets for inclusive education.

- Collaboration with ministry of transport at national & local levels, to ensure that accessible & affordable transport systems are in place consistent with the numbers of children needing provision.

- Awareness on the port of ministries responsible for child protection to the rights of children with disabilities in school.

Overall, addressing these challenges implies the need for the following government frameworks :

- National policy frameworks for inclusive education that support the policy, practice & culture of inclusion across all levels of the mainstream system are needed.

- Principles of universal entitlement to inclusive education must be established at national level & supported by transparent guidance as to the acquaint with the technical know that need to be applied at the local level.

- Provision for incentives for innovative & promising practice that rests upon local strengths local authorities need to be mobilized with capacity building for local officials, uniform budget for investing in the necessary services and programs, kind reporting & enforcement mechanisms to safeguard accountability & also policies that provide incentives for innovative & challenging practice that rests on local strengths.

- Collaboration is required at national & local levels with transport ministry in order to make sure the accessibility & affordability of children with needs.

- Transport ministries awareness plays a pivotal part for child protection in the schools.

In the light of the above points of discussion on addressing the challenges needs and extra Phillip on the part of the following government frameworks:

- Rights based model/approach addresses National policy frameworks for inclusive education that indulges & support the policy, practice & culture of inclusion across all levels of the mainstream system.

- Establishment of principles of universal entitlement to inclusive education at national level which in turn needs to be clearly guided on how they must be implemented at the local level.

- In order to ensure accountability, transparency in reporting & enforcement mechanises local authorities need to be provided with capacity building for local officials & subsequent dedicated budgets.

- If should be also taken into consideration to provide incentives for innovative & promising practice that is build upon local strength.

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5.2.9 ''Check your progress'' : 2

1. What is meant by Right Based approach / Model?

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2. Mention the three broad approached to education for children with disabilities.

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3. Elaborate the full form of CRC & CRPD.

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4. Write two principles of Rights Based approach / model.

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5. Give two characteristics of good governance.

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6. Mention any 1 commitment of Right to Education.

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5.3 Complementarity of inclusive & special schools

Structure

5.3.1 Introduction :

There are many positive effects of inclusions where both the students with special needs and with general (so called normal) students in the classroom, both benefit. Researches in the recent past has shown favourable effects for children with disabilities in reaching Individualized Education programe (IEP) goal, improving communication & social skills, increasing positive peer interactions, many educational outcomes & post school adjustments. Positive effects on children without disabilities included the development of positive attitudes & perceptions of persons with disabilities & the enhancement of social status with non-disable peers. It has been confirmed through numerous studies that children in the integrated sites progressed in social skills development while the segregated children actually regressed. It has also been reported & confirmed that learners with specific learning disabilities made considerable academic & affective gains at a pace comparable to that of normal achieving students. It has been also purported that

specific learning disabilities learners also showed an improvement in self esteem & in some cases improved motivation.

5.3.2 Objectives :

Upon completion of the SLM the students will be able to –

- Delineate the features of inclusive, special & general schools

- Classify students according to the educational practices.

- Know different laws related to Education & disability

- Understand the various principles of inclusion

- Critically analyse the domain of inclusive & progressive education.

5.3.3 Fully Inclusive Schools & General / Special Education Policies :

Though it seem a dreamy affair but it is a true fact that fully inclusive schools which are very rare & resultantly no longer distinguish between general education & special education programs. These were referred in numerous debated & federal initiatives of the 1980s & henceforth such as community integration project & various debates on special education – regular education classrooms. These projects put emphasis on restructuring of schools so that all students learn together. It is quite alarming but a pre-requisite factor that all approaches to inclusive schooling require administrative & managerial changes to shift from the traditional approaches to elementary & high school education.

Inclusion remains as a part of school in the recent times as a most integrated setting & other educational reform initiatives in maximum parts of the world. It is an honest effort to improve quality in education in the sectors of disability, is a common topic in our educational reform for decades. This has been supported by the UN convention on the right of persons with disabilities (UN, 2006). Inclusion, as a philosophy has been researched & studied for decades, but it is reported lightly in the public.

5.3.4 Classification of Students & Educational Practices :

 In order to classify students by disability is standard in educational systems which use diagnostic, educational & psychological testing. Basically, inclusion has two sub-types : (a) regular inclusion or partial inclusion & (b) full inclusion.

Inclusive practice is not always inclusive but is a form of integration. Students with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day. Whenever possible the students receive any additional help or special instruction in the general classroom & the student is treated like a full members of the class. However, most specialized services are provided outside a regular classroom for instance speech therapy or alike. In order to execute inclusive practice, more intensive instructional sessions in a resource room, or to receive other related services, such as speech & language thereby, occupational &/or physical thereby, psychological services & social work. This kind of approach can be very similar to many mainstreaming practices & may differ slightly than the educational ideals behind it.

In the full inclusion setting, the students with special needs are always educated along with students without special needs. At one hand, full inclusion is the integration of all students, even those that require the most substantial educational & behavioral supports & services to be successful in regular classes & the elimination of special, segregated special education classes. Special education is considered a service, not a place & those services are integrated into the daily routines & classroom structures, environment, curriculum & strategies brought to the student. However, this approach to full inclusion is still an issue of controversy & it is not widely understood or applied to date.

Local educational agencies have the responsibility to organize services for children with disabilities. They usually provide a variety of settings, from special classrooms to mainstreaming to inclusive set up & subsequently assign teachers & administrators to help the students achieve their respective educational goals. In addition to this, all types of disabilities from all the different disability categories, have been successful included in general education classes, working & achieving their individual education goals in regular school environment & activities.

5.3.5 School Procedures & Community Development :

To accommodate students with disabilities those who are not included are wither mainstreamed or segregated.

Mainstream - A mainstreamed students attend. General education classes as proposed for less than half a day, e.g., a young student with significant intellectual disabilities might be mainstreamed for same physical education classes, are classes & story book time. Such students may have access to a resource room for remediation or enhancement of course content, or for a variety of groups & individual meetings & consultations.

Segregation – A segregated student attends no classes with non-disabled students with disability, a tested category determined before or at school entrance. He or she as recommended might attend a special school termed as residential schools that enrolls other students with disabilities or they can be placed in a self-contained classroom in a school that also enrolls general education students. Home schooling (previously recommended action) was also a popular alternative among highly educated parents with children with significant disabilities.

From the above explanation, it can be summarized that both types-mainstreamed & segregated students have a wide opportunity to achieve learning goals despite of their disabilities.

Residential schools have been criticized for long time & the govt. was repeatedly asked to keep funds & services in all sectors, including family support services for parents with challenged children. Children with special needs may already be involved with early childhood education which actually possess a family support component highlighting the strengths of the child & the family.

5.3.6 Laws Pertaining to Education & Disability :

The anti discriminatory climate has provided the basis for much change in policy & statute, nationally & internationally. Inclusive has been enshrined at the same time that segregation & discrimination have been rejected. Articulations of the new developments in ways of thinking, in policy & in law include:

- The UN convention on the Rights of the child (1989). It sets out children rights in respect of freedom from discrimination & in respect of the representation of their wishes & views.

- The convention against discrimination in education of UNESCO prohibits any discrimination, exclusion or segregation in education.

- The UNESCO Salamanca Statement (1994) it purports all governments to give the highest priority to inclusive education.

- The UN convention on the right of persons with disabilities (2006). It calls on all states parties to ensure an inclusive education septum at all levels.

- Individuals with Disabilities Education Act, 1997 (IDEA) – greater emphasis on delivery of related services within inclusive, general education.

5.3.7 Principles of Inclusion :

To avoid harm to the academic education of the learners with disabilities, a full impressive range of services & resources includes the following :

→ Adequate supports & services for the student.

→ Well designed individualized education programs

→ Professional development for all teachers involved, general & special educators alike.

→ Time for teacher to meet, plan, create & evaluate the students together.

→ Reduced class size based on the severity of the student needs.

→ Professional skill development in the areas of cooperative learning, peer-tutoring, adoptive curriculum.

→ Collaboration between parents or guardians, teachers or para educators, specialists, administration & outside agencies.

→ Sufficient funding so that schools with be able to develop program for students based on student need instead of the availability of funding.

Having said the above underlying principles, it can be further elaborated that several factors can determine the success of inclusive classrooms.

These are clubbed together as –

→ Family – school partnerships.

→ Collaboration between general & special educators.

→ Well constructed plans that identify specific accommodations, modification & goals for each students.

→ Coordinated planning & communication between "general" & "special needs" staff.

→ Ongoing training & staff development

→ Integrated service delivery

→ Leadership of teachers & administrators.

5.3.8 Selection of Students for Inclusion Program in Schools :

Generally, educators are of the opinion that some students with special needs are not good candidates for inclusion. There are schools those expect a fully included student to be working at or near class level, but the basic requirements that exist requires the student to be able to attend the school students that are entirely excluded from school cannot attempt inclusion.

In addition, some students with special needs are poor candidates for inclusion because of their effect on other students. This is because the school has a duty to provide a safe environment to all students & staff.

Whereas, some students are not good candidates for inclusive because the normal activities in a general education classroom will prevent them from learning. Seclusion needs to be appropriate to the child's unique needs. On the other hand most students with special needs donot fall into these extreme categories, as most students do attend school, are not violent, donot have severe sensory processing disorders etc.

Keeping in mind, the students that are most commonly included are those with physical disabilities that have no or little effect on their academic work, students with all types of mild disabilities & also for students whose disabilities require relatively few specialized services.

While promoting the criteria on selection of students for inclusion, Bome admits that regular inclusion, but not full inclusion, is a reasonable approach for a significant majority of student with special needs. He extends his opinion that for some students with multiple disabilities, even regular inclusion may not offer an appropriate education.

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To cater to such type of students, sometimes use of antecedent procedures, delayed contingencies, self-management strategies, peer-mediated interventions, pivotal response training& naturalistic teaching strategies.

5.3.9 Inclusive Education vis-à-vis progressive Education :

Some advocates of inclusion promote the adoption of progressive education practices. In such practices, commonly termed as inclusive classrooms, everyone is exposed to a rich set of activities. In such setting, each student does what he or she can do, or what he or she wishes to do & learns whatever gathered from that experience. Maria Montessori's schools sometimes named as example of inclusive education.

Honestly speaking, inclusion requires some changes in how teachers teach, as well as changes in how students with/without needs interact with & relate to one another. Inclusive education practices frequently rely on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches& increased attention to diverse student needs & individualization.

A 2nd key argument is that everybody benefits from inclusion. Advocates say that there are many children who don't fit in & that a school which fully includes all disabled students feels welcoming to all. Moreover, long term effects of typical students who are included with special need students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy & compassion & improved leadership skills which benefits all society.

A combination of inclusion & pull-out (partial inclusion) services has been shown to be not just beneficial to students with special need because researches shows that inclusion helps students understand the importance of working together & fosters a sense of tolerance & empathy among the student body.

5.3.10 Inclusionary Practices :

- One teach, one support – Here, content teacher delivers the lesson & the special education teacher will assist the student's individual needs & enforce classroom management as needed.

- One teach one observe – Content teacher will deliver the lesson & the special educator will float or observe. This is use during data retrieval of IEP or Functional Behaviour analysis.

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- Rotational teaching – Students are divided into small groups. The content teacher delivers the lesson in her group & the special educator completes a review or adapted version of the lesson with the students.

- Parallel teaching – One half of the class is taught by the content teacher & one half by the special educator.

- Alternative teaching – The content teacher will teach the lesson to the class, while the special educator will teach a small group in an alternative lesson.

- Team teaching – Both teachers share the planning, teaching & supporting equally. This is the traditional approach & often the most successful teaching method.

5.3.11 Classroom Practices in Inclusive Classrooms :

It is seen often that teachers rise an number of techniques to help build classroom communities, thereby ensuring complementarily with general education set up :

- Using games designed to build community.
- Involving students in solving problems.
- Sharing songs & books that teach community.
- Openly dealing with individual differences by discussion.
- Assigning classroom jobs that build community.
- Teaching students to look for ways to help each other.
- Utilizing physical therapy equipment.
- Encouraging students to take the role of teachers & deliver instruction.
- Focusing on the strength of a student with special need.
- Create classroom check list & take break wherever necessary.
- Create an area for children to calm down.
- Organize student desk in groups.
- Create a self & welcoming environment.
- Set ground rules & stick with them.
- Help establish short term goals.
- Design multifaceted curriculum.
- Communicate with parents & aregivers & educators regularly.

5.3.12 ''Check your progress'' :

1. Elaborate the term IEP & IDEA.

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2. Name the two sub-types of inclusion.

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3. Mention any 3 educations & disability Law.

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4. Give 3 principles of inclusion in an inclusive set up.

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5. What are the 2 factors that determines the success of inclusive classrooms.

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6. Enumerate some of the commonly used inclusionary practices.

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7. Name some of the common practices in inclusive classrooms.

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8. What is progressive education?

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9. What are PRT and AAP?

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10. Mention any two benefits of inclusive set up.

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Unit 5.4 □ Languages Issues in Education

Structure

5.4.1 Introduction :

Every field of study has a set of technical terms, which forms the basis for the knowledge to be acquired in that field; special education of the children with hearing impairment is no exception. It has a range or well-defined terms, thorough understanding of which is a pre-requisite of success in this profession. You will realize or must have realized already, that communication and language are the two of such concepts/terms, which are at the core of all the issues in special education. Hence a clear and descriptive idea

of these terms will help you understand the issues in a better way – as a teacher trainee, as a teacher and also as human being. Clear understanding of these key terms will give you a better perspective of the controversy – 'oral versus manual'.

5.4.2 Objectives :

Upon completion of the sub-unit, the student teacher will be able to –

- Identify & define key concepts of language.

- Delineate the origin of language.

- Understand language development & communication skill.

- Execute strategies fir language development

- Practice & promote language skills among children.

- Identify language impairment among burners.

- Critically analyse the concept of multilingualism.

5.4.3 Concept of Language

5.4.3.1 Definition & meaning :

Language is a creation of our social needs. Language is so complex that, any, attempt to define it, poses problems. However, many linguists have given the following definitions :

→ According to Lahey, 1978, "Language is a code whereby the idea about the world are represented through conventional system of arbitrary signals for communication''.

→ According to Chomsky, 1957, "Language is a set of (finite or infinite) sentences, each finite in length& constructed out of a finite set of elements."

→ Sapir, 1921, says, "language is a purely human & man-instinctive method of communicating ideas, emotions & desires by means of a system of voluntarily produced symbols''.

A few terms used in these definitions have to be understood to understand the definition. These are –

i) Language is a system

ii) The symbols used in language (words) are arbitrary in nature.

iii) Language is species specific, i.e., purely human.

iv) Infinite number of sentences are generated using finite number of elements.

5.4.3.2 Characteristics of Language :

- Creativity is an important aspect of human language.

- Double articulation or duality of patterns.

- Displacement is another characteristic of language.

- Cultural transmission

- Language has reflexivity.

- Recursion, i.e., sentences may be produced with other sentences inside them.

5.4.4 Origin of Language :

The origin of language in the human species has luen the topic of scholarly discussions for centuries. In spite of this, there is no consensus on the ultimate origin or age of human language. One problem makes the topic difficult to study, i.e., the lack of direct evidence. Many argue that the origins of language probably related closely to the origins of modern human behaviour, but there is little agreement about the implications & directionality of this connection.

In 1866, the linguistic society of Paris banned any existing or future debated on the subject, a prohibition which remained influential across much of the western world until late in the 20th century.

One can sub-divide approaches to the origin of language according to some underlying assumptions:

- Continuity theories build on the idea that language exhibits so much complexity that one cannot imagine it simply appearing from nothing in its final form : it must therefore have evolved from earlier pre-linguistic systems among our primate ancestors.

- Discontinuity theories take the opposite approach – that language as a unique trait cannot compare with anything found among non-humans & must therefore have appeared fairly suddenly during the course of human evolution.

- Some theories see language mostly as an unite faculty largely generically encoded.

- Other theories regard language as mainly cultural system – learned through social interaction.

However scholarly interest in the question of the origin of language has only gradually been rekindled from the 1950s on with ideas such as universal grammar, mass comparison & glottochronology.

The origin of language as a subject in its own right emerged from studies in neurolinguistics, psycholinguistics & human evolution. The linguistic Bibliography introduced, "Origin of language" as a separate heading in 1988, as a subtopic of psycholinguistics. Dedicated research institutes of evolutionary linguistics are a recent phenomenon emerging only in the 1990s.

5.4.5 Functions of language :

Language has many functions or uses :

i) Communicate our ideas (Cairs, 1986). It occurs in 2 contexts, namely –

→ Everyday communication which is contextualized

→ Academic situations such as education, law, govt., business.

ii) Social interactions, i.e., language is used to maintain a comfortable relationship among people who belong to one language community.

iii) Emotional expression, i.e. to provide an outlet for our emotions & attitudes while we speak.

iv) Instrument of thought.

v) Expression of identity

vi) Recording the facts.

vii) The Control of reality

Developmental functions of language for a child :

  i) Instrumental, i.e., to express the material needs.

  ii) Regulatory, i.e., controlling behaviour of others.

  iii) Heuristic, i.e., it is the learning function of language, helping to explore the environment.

  iv) Informative, i.e., use of language to inform any incidents.

  v) Imaginative i.e., children learn about real life situations through fantasy & learn to use the language accordingly.

5.4.6 Strategies for language development

5.4.6.1 Strategies for early educators :

- Using facial expressions, gestures, rich & varied vocabulary while reading & speaking with children.

- Introduction of new words & concepts by labeling & providing opportunities for conversations.

- To state directions positively, respectfully, carefully & only when required.

- Use of props to assist children to understand & respond to verbal & non-verbal cues.

- Provide opportunities for children to talk, share & discuss stories & also interacting with them.

- Help children discriminate sounds in spoken language through shymes, songs & word games with the use multiple media.

5.4.6.2 Strategies for families :

- Engaging in conversations to help children understand complex language & words.

- Assignment of simple tasks.

- Family members need to be expressive

- Be a good & patient listener.

- Protection of child's hearing through regular health checkups.

- Need to have fun with words.

- Creating an atmosphere of communicative languages like manual signs, gestures & devices.

- Use of home language at its best.

5.4.6.3 Expressive language :

Strategies for early educations :

- To create a trustworthy & supportive environment in which children feel free to express.

- Small group interactions with adults & with friends.

- Provision of encouragement of children to describe their surroundings.

- To create focus of children by redirecting & restarting current ideas.

- To build children's interest when conversing with them.

- To provide props & opportunities that generate discussions & asking open-ended questions.

- Create an accepting, culturally diverse environment that is nurturing, supportive & interesting for all children.

Strategies for families :

- To encourage children to express their thoughts & feelings.

- Provide opportunities for children to talk in social situations.

- Make comments & complete ideas.

- Use of descriptive language.

- Pronunciation of words correctly.

- Use of home language.

- Support of children's use of communicative devices.

5.4.7 Receptive language :

Early language & communication skills are crucial for children's success in school & beyond. Language & communication skills include the ability to understand others (i.e., receptive language) & express oneself (i.e., expressive language) using words, gestures or facial expressions. Children who develop strong language & communication skills are more likely to arrive at school ready to learn. They also are less likely to have difficulties in learning to read & are more likely to have higher levels of achievement in school.

5.4.8 Language development & communication skills of children

Research supports the importance of adult-child interactions for infants & toddlers, the practices are designed to be done in small groups. Each practices draws upon the types of interactions that research suggests promotes language & communication skills. These interactions include :

→ Responding to children's vocalization & speech.

→ Engaging in joint attention with early learners.

→ Electing conversation with children.

→ Talking & giving time to the children more.

→ Using complex grammar (at times) & rich vocabulary.

→ Providing children with more information about objects emotion or events.

These kinds of interactions actually benefit children / learners from a variety of language & cultural backgrounds & who are dual language learness.

- Ten practices to promote language & communication skills among children :

	Practice	Description
1.	Get chatty	Engaging in conversations with children
2.	Be a commentator	Giving descriptions of objects, activities or events
3.	Mix it up	Using different types of words & grammar
4.	Label it	Providing children with the names of objects or actions.
5.	Tune in	Engaging in activities or objects that interest children.
6.	Read interactively	Using books to engage children's participation.
7.	Read it Again & Again	Reading books multiple times
8.	Props, Please!	Introducing objects that peak conversations
9.	Make music	Engaging in musical work.
10.	Sign it	Using gestures or simple signs with words.

It has been seen that although each practice is presented separately many of the practices can be used in combination with each other. These golden practices can be used when working with any child/early learners. Educators should keep in mind, however, that children develop at varying rates & differently depend upon a no. of factors such as – personality & age. These factors & home language exposure affect children's development of language & communication skills. By using these practices early childhood educators can provide all children with the rich language exposure & opportunities children need to enhance their language & communication skills.

5.4.9 Children with specific language impairment :

History reveals that specific language impairment has been extensively studied for more than 40 years. Language acquisition is the primary area of concern as the child grows & develops. There are no obvious causes such as hearing loss or low IQ. Such type of condition is found in young learners & persist into adulthood if not taken into account at early stage. Although the causes are unknown, current research focuses on some genetic tendencies. Early identification & intervention are regarded as the choiced practices, in order to minimize possible academic risks. Some of the issues are discussed below –

→ Specific language impairment (LI), characterised by developmental language disorder, language delay or developmental dysphasia.

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→ Late talking may be a sign of disability.

→ A child with SLI does not have a low IQ or poor hearing.

→ Speech impediments are different from language disorders.

→ An incomplete understanding of verbs is an indicator of SLI.

→ Reading & learning will be affected by SLI.

→ SLI often affect a child's academic success, if left untreated.

→ SLI can be diagnosed precisely & accurately.

→ In 2001, the psychological corporation release the first comprehensive test for SLI, named Rice/Wexler Test of Early grammaritical impairment.

→ The genetic disposition of SLI has not yet been proven, but chromosomal study has documented the chromosomes that are responsible for it.

→ The nature of the disability limits a child's exposure to language.

→ Early intervention can be carried out during the onset of pre-schooling.

→ Some pre-school programs are designed to enrich the language development of students with disabilities. These encompass speech pathology, interesting, vocabulary, role playing hands-on-lessons sharing time etc.

→ Parents can also consult language or speech pathologists to endure child's needs, engage in structured activities etc.

5.4.10 Multilingualism

Definition : Multilingualism is a subject of debate in the very same way as the definition of language fluency. On one end of a sort of linguistic continuum, one may define multilingualism as complete competence & mastery in another language. The speaker would presumably have complete knowledge & compote over the language so as to sound native. On the contrary, people who know enough phrases to get around as a tourist using the alternate language. Since 1992, Vivian cook has argued that most multilingual speaker's fall somewhere between minimal & maximal definitions. Cook calls these people as multi-competent.

Multilingualism at the Linguistic Level : Socio-political & socio-cultural identity arguments may influence native language literacy. According to Jim Cummins (1983), while these two parameters occupy debate about which languages, children will learn

to read, a greater emphasis on the linguistic aspects of the arguments is appropriate. In spite of the political unrest created by this debate, researches continue to prefer a linguistic basis for it.

Multilingualism at the Workplace : Globalisation has led the world to be strongly interconnected. Consequences of this more & more companies are trading with foreign countries & also with countries that does not necessarily speak the same language. English became an important working knowledge for multinational companies & also in small companies learners are required to know English because it is regarded as the international language.

Multilingual Individuals : A multilingualn person is someone who can communicate in more than one language, either actively (though speaking, writing or signing) or passively (though listening, reading or perceiving). A multilingual person is generally referred to as **Polyglot**.

5.4.11 ''Check your progress'' :

1. Define language.

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2. State two functions of language.

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3. Write any two characteristics of language.

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4. Give three developmental functions of language for a child.

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5. What is meant by SLI?

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6. What is the meaning of multi-competent?

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7. Differentiate between receptive language & expressive language.

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8. Mention two communication skills for the language development of children.

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9. What is 'polyglot'?

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10. What did linguistic bibliography introduce?

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Unit : 5.5 □ Community Participation in Education

Structure

5.5.1 Introduction

Policymakers, educators, and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality.

This is not to say that community participation is something new in the education

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delivery, however. It did not suddenly appear as panacea to solve complex problems related to education. In fact, not all communities have played a passive role in children's education. For instance, Williams (1994) stresses that until the middle of the last century, responsibility for educating children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today, community participation in education hasn't been fully recognized nor extended systematically to a wider practice.

Increasing amounts of research on this topic have been conducted since the late 1980s, and there are more and more resources becoming available. In preparing and implementing any efforts to promote community involvement in education, it is important to understand the whole picture of community participation: how it works; what forms are used; what benefits it can yield; and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access and quality is not simple and involves various forms.

5.5.2 Objectives

- Upon completion of the submit, the learners will be able to :
- Know the meaning of community & participation
- Explain community participation in Education
- detail the role & contribution of community participation in Education.
- Delineate the unitiatives & factors affecting the mechanisms of community participation.

5.5.3 Meaning of Community & Participation

Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of

government, and some are governed by leaders imposed from above and represent central authorities.

Zenter (1964) points out three aspects of communities. First, community is a *group structure,* whether formally or informally organized, in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitational space. Second,members of the community have some degree of *collective identification* with the occupied space. Lastly, the community has a degree *of local autonomy and responsibility.*

Bray (1996) presents three different types of communities, applied in his study on community financing of education. The first one is *geographic community,* which is defined according to its members' place of residence, such as a village or district. The second type is *ethnic, racial, and religious communities,* in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is *communities based on shared family or educational concerns,* which include parents associations and similar bodies that are based on families' shared concern for the welfare of students.

The term "participation" can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including:

- *Involvement* through the mere use of a service (such as enrolling children in school or using a primary health care facility);

- *Involvement* through the contribution (or extraction) of money, materials, and labor;

- *Involvement* through 'attendance' (e.g. at parents' meetings at school), implying passive acceptance of decisions made by others;

- *Involvement* through consultation on a particular issue;

- *Participation* in the delivery of a service, often as a partner with other actors;

- *Participation* as implementors of delegated powers; and

- *Participation* "in real decision making at every stage," including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Shaeffer stresses that the first four definitions use the word *involvement* and connote largely *passive collaboration,* whereas the last three items use the *word participation*

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instead, implying a much more *active role.*

Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

- Collecting and analyzing information;

- Defining priorities and setting goals;

- Assessing available resources;

- Deciding on and planning programs;

- Designing strategies to implement these programs and dividing responsibilities among participants;

- Managing programs;

- Monitoring progress of the programs; and

- Evaluating results and impacts.

5.5.3.1 What is *community participation in education[1]?*

Education takes place not only in schools but also within families, communities, and society. Despite the various degree of responsibilities taken by each group, none can be the sole agent to take 1 00 % responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society.

Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities.

Many research studies have identified various ways of community participation/in

education, providing specific channels through which communities can be involved in children's education.

Colletta and Perkins (1995) illustrate various forms of community participation: (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction.

Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Williams (1994) argues that there are three models of Education and Community. The first one is *traditional community-based education,* in which communities provide new generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economies, plays a minor role, providing little basis for political integration at the national level. The second model is *government-provided education,* in which governments have assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. However, a lack of resources and management incapability have proven that governments cannot provide the community with adequate the educational delivery, fully-equipped school buildings, and a full range of grades, teachers and instructional materials. This triggers the emergence of the *collaborative model,* in which community plays a supportive role in government provision of education. Williams further presents a model that shows the relations between the role of community and local demand.

Epstein (1995, 1997) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: (a) improve school programs and school climate; (b) provide family services and support; (c) increase parents' skills and leadership; (d) connect families with others in the school and in the community; and (e) help teachers with their work. She summarizes various types of

involvement to explain how schools, families, and communities can work productively together:

(1) *Parenting* -to help all families to establish home environments that support children's learning at schools;

(2) *Communicating* -to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home;

(3) *Volunteering* - to recruit and organize parent help and support;

(4) *Learning at home* - to provide information and ideas to families about how to help students at home with home-worR and other curriculum-related activities, decisions, and planning;

(5) *Decision making -to* include families in school decisions, to have parent leaders and representatives in school meetings; and

(6) *Collaborating 'with the community* - to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning.

5.5.3.2 Role of community participation in Education.

The goal of any kindof activity that attempts to involve community and families/parents in education is to improve the **educational** delivery so that **more** children *lessen* better and are well prepared for the changing world. There are various reasons to *support* the ide/a that community participation contributes to achieving this goal. Extensive/literature research has resulted in identifying the following rationales that explain the *importance* of community participation in education.

● *Maximizing Limited Resources*

Most governments all over the world have been committed to delivering education for their children. Particularly after the World Conference on Education for All, assembled in Jomiten, Thailand in 1990, an increasing number of countries have attempted to reach the goal of providing education for all. However, governments have found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in developing

countries. The focus has shifted to finding efficient and effective ways to utilize *existing limited resources.*

Although some communities have historically been involved in their children's education, it hasn't been fully recognized that communities themselves have resources to contribute to education, and they can be resources by providing local knowledge for their children. Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrollment and attendance, and poor academic performance in their schools. Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery.

- *Developing Relevant Curriculum and Learning Materials*

Communities' and parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their *own* lives in their community, they can easily associate what they are learning with what they have already known.

- *Identifying and Addressing Problems*

Communities can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. This is well illustrated in the case of the Gambia, in which the techniques of Participatory Rural Appraisal (PRA) were adapted to education. The work was carried out in order to understand why girls do not attend schools, to mobilize communities around these problems, and to assist them in organizing their own solutions (World Bank 1995a).

- *Promoting Girls' Education*

Community participation can contribute to promoting girls' education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. These issues are serious obstacles and have to be addressed and overcome in order to promote

girls' education.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers which greatly help girls' education. Furthermore, in places where communities are indifferent in girls' education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully.

- *Creating and Nourishing Community-School Partnerships*

There are various ways to bring parents and community members closer to schools which they serve, including: (a) minimizing discontinuities between schools and communities, and between schools and families; (b) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling (Carino and Valismo, 1994),

- *Realizing Democracy*

Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools Many people, especially minority groups in many developing countries, develop this kind of negative attitudes towards schools because they are not treated by teachers with respect.

Moreover, parental involvement in education is seen as a right, or as an outright democratic value in some countries

- *Increasing Accountability*

Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. This has been witnessed in some places such as England and Wales, Canada and the United States. The notion of parental involvement for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, 1 997).

- *Ensuring Sustainability*

One of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private institutions, or donor organizations. In this regard, community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programs that support the continuation of newly self-reliance communities (Lovell, 1992).

5.5.3.3 Contribution of community participation in the improvement of Education of the masses

Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to the education delivery

- Advocating enrollment and education benefits;
- Boosting morale of school staff;
- Raising money for schools;
- Ensuring students' regular attendance and completion;
- Constructing, repairing, and improving school facilities;
- Contributing in labor, materials, land, and funds;
- Recruiting and supporting teachers;
- Making decisions about school locations and schedules;
- Monitoring and following up on teacher attendance and performance;
- Forming village education committees to manage schools;
- Actively attending school meetings to learn about children's learning progress and classroom behavior;
- Providing skill instruction and local culture information;

- Helping children with studying;

- Garnering more resources from and solving problems through the education bureaucracy;

- Advocating and promoting girls' education;

- Providing security for teachers by preparing adequate housing for them;

- Scheduling school calendars;

- Handling the budget to operate schools;

- Identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and

- Preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

- Among various forms of community contributions, some are specifically aimed to support teachers. For instance, communities can provide, or construct, housing for teachers who are from outside of the community. In rural areas, lack of qualified teachers is critical, and preparing a safe environment and housing is necessary to attract teachers, particularly female teachers, who otherwise tend to stay in or go to urban areas.

- Teachers can benefit from communities' active participation in their children's schools. For example, community members themselves can be a rich resource to support teachers' practice in classrooms by facilitating children's learning.

- Also, community members can support teachers by contributing their skill to speak the local language when the majority of students don't understand the teacher's language of instruction. They can attend classrooms as interpreters who not only translate languages but also help teachers as well as students by bridging the gap that exists between cultural values of teachers and those of students. Furthermore, parents and community members can contribute to teachers' teaching materials by providing them with knowledge and materials that are locally sensitive and more familiar to children,

- Community participation in education can also be a powerful incentive for teachers. Teachers' absenteeism, and lack of punctuality to show up in classrooms on time

are serious problems in many places. Among many other reasons, lack of monitoring system is one of the critical factors contributing to these problems. When teachers are monitored and supervised for their attendance and performance by communities, they tend to be more aware of what they do. Feedback from parents and the community about their teaching performance can be a strong tool to motivate teachers, if schools are also collaborative.

5.5.4 Challenges towards community participation in Educations/ community Education.

Involving communities in the education delivery requires facing and tackling a number of challenges. In general, as Crewe and Harrison (1998) articulate, participatory approaches tend to overlook complexities and questions of power and conflict within communities. They are designed based on the false assumption that the community, group, or household is homogeneous, or has mutually compatible interests. Differences occur with respect to age, gender, wealth, ethnicity, language, culture, race and so on. Even though marginalized or minority groups (such as female, landless, or lower-caste people) may be physically present during discussion, they are not necessarily given a chance to express their views to the same degree as others.

Challenges vary from one stakeholder to another because each group has its own vision to achieve the common goal of increasing educational access and improving its quality. The section below attempts to turn to specific challenges and problems that have been witnessed among teachers, and parents and communities.

Teachers

Resistance among teachers - Not all teachers welcome parents' and communities' participation in education. They tend to feel that they are losing authority within schools, as power is taken by community and parents. At the same time, they are encouraged to involve community members who sometimes are not willing to get involved in any school activities.

Parents and Communities

Not all parents and community members are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities.

They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labor by sending their children. Even though they see the benefits to send children to schools, opportunity costs are oftentimes too high to pay.

5.5.5 Initiativies for the improvement of the practice

Although community participation can be a strong tool to tackle some educational problems, it is not panacea that can solve all the problems encountered in the education sector. Any strategies to achieve a high degree of community participation require careful examination of communities because each community is unique, and complicated in its nature. This section illustrates some issues that need to be solved in order to improve the practices of involving communities in the education delivery.

- *To Understand the Nature of Community*

As discussed previously, no community, group, or household is homogenous. Thus, it is crucial to examine and understand community contexts, including characteristics and power balance. It is important to examine the degree of community participation in some activities in society, since some communities are traditionally involved in community activities, while others are not used to working together with schools or even other community members. Careful examination of communities is necessary to successfully carry out activities promoting community participation. Narayan summarizes elements that contribute to forming well-functioning groups.

● *To Assess Capabilities of Communities and Responsible Agencies, and Provide Assistance*

It is necessary to assess community contexts, and the agencies responsible for promoting community participation efforts, in order to create specific plans or components of the projects.

When the agencies are not willing to collaborate with communities in achieving the objectives, it is important to help them understand why community participation is important. If they disagree, but implement the plans because they are told to, the results will be unfavorable. Communities, as well, need to have a good understanding of why they need to collaborate with schools, what benefits can be yielded.

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Preparing the environment that can facilitate active community participation is also important.

Campfens (1997) summarizes main factors for effective participation.

Key Factors for Effective Participation

- An open and democratic environment;

- A decentralized policy with greater emphasis on local initiatives;

- Reform in public administration;

- Democratization of professional experts and officials;

- Formation of self-managing organizations of the poor and excluded;

- Training for community activism and leadership; »   involvement of NGOs; and

- Creation of collective decision-making structures at various levels that extend from the micro to the meso and macro levels and link participatory activities with policy frameworks.

Source: Campfens (1997)

- *To Establish Communication Channels*

In order to exercise any kind of community participation, there needs to be understanding among all stakeholders, all people who are targeted. Reasons and benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community is essential because it usually takes a long period of time to yield any benefit. Also all the stakeholders need to share the understanding that responsibility to educate children cannot be taken by single group of people.

- *To Conduct Continuous Assessment*

It is important to conduct assessment of any practices of community participation continuously, once the implementation gets started. The following activities are the need of the hour :

- The need to spend a great deal of time and effort in preparing community participation activities;

- The necessity to properly time project launch in order to ensure maximum community participation and the necessity to continuously maintain this motivation;

- The need to pay communities and local contractors directly and not to pass through an intermediary such as a local government authority; and

- The need to overcome the difficulty that the Ministry of Education has in effectively communicating and controlling activities at the district and community levels.

5.5.6 Factors affecting the mechanisms of community participation.

- A clearly defined legal framework that allows representative school councils to function with real decision-making authority;

- Establishment of non-politicized school and local councils, truly representative of the common interests prevalent within the community;

- Election of representatives to higher-level educational boards by local school councils, rather than by political appointment;

- Training for council members and community authorities in how to carry out their duties responsibly, including the objective assessment of financial responsibilities and operational performance;

- Timely and reliable reporting by school administrators to school councils on financial expenditures, facilities management, teacher and student performance, and other pertinent administrative information;

- Timely provision of information by the central and departmental authorities on innovative activities in other schools, and on the performance of the system in general, as indicators to stimulate local initiatives and against which to measure progress; and

- Participation of the school council in the school budget process, including allocation of central government transfers as well as contributions in cash and in kind form the community.

Conclusion

Community participation itself is not a goal in educational delivery, nor a panacea to solve complicated issues contributing to poor educational quality in both developing

and developed countries. It is a process that facilitates the realization of improving educational quality and the promotion of democracy within society. Through its projects, the World Bank aims at involving communities in various stages; preparation, implementation, and evaluation. Communities are also expected to develop and strengthen these capacities so that they can take over the work the Bank has initiated and continue to carry on. In this sense, the Bank's job is to facilitate the process, providing communities with the necessary knowledge and skills, and making sure communication takes place effectively among different stakeholders, including parents, community members, teachers, and government officials. As the recognition of community participation increases, careful examination of its exercises becomes more important.

5.5.7 Let us Sum Up

Education in India faces the following primary challenges :

- Quality.

- Access.

- Cost of Education (in terms of opting private tutions).

- Social & Cultural (in relation to ethnic diversity).

- Switch on the online education systems advantages.

- Encourage ''learn yourself'' & ''community learning'' via on-line systems.

- Measurement of returns & guidance on future spending.

- Bring culturally diverse India on a common learning platform which is offered in all languages.

- Technology constraints.

- Electricity & Communication infrastructure.

- Short term cost overheads (online & offline must run in parallel modes).

- Logistical challenges like training of education & students.

- Promote alternate education & ideas.

- Expansion & improving comprehensive pre-school education particularly the vulnerable & disadvantaged children.

- To ensure all children (specially girls & ethnic minorities) by 2015 to have access to free & compulsory primary education of good quality.

- Ensuring that the learning needs of all young people & adults are met through equitable access to appropriate learning & life skills programmes.

- Plan to achieve 50% improvement in levels of adult literacy by 2015 especially for women.

- To eliminate gender disparities in Primary & Secondary education by 2005 & to achieve gender equality in education by 2015.

- Improving every aspect of the quality of educations ensuring their excellence so that recognised & measureable learning ourcomes are achieved & measurable learning outcomes are achieved by all in terms of literacy, numeracy & essential life skills.

Rights Based approach recognises the deinstitutionalsation as a long term process that reqauires a well-planned & structured transition process, thereby involving govt. departments with responsibility for all policy areas that affect the lines of children disabilities the following actions need to be taken into consideration in order to reach a fairly & properly managed transition towards the goals of complete inclusive education.

- In order to manage the transition, investment needs to be made in a gradual manner, in which plans are made to address resistance to change to challenge prejudices & ultimately lead in removing the barriers.

- Introduction of specific legislation backed up by policies should be taken into consideration.

- It is very significant & muist be mandatory in strengthening cross-sectoral community-based services. This can be achieved only through proper social work. Improved governance of social services & viable NGOS workability would enhance the required services.

- Providing guidance & training to all relevant staff to ensure that their practice supports.

- Language is a complex creation of our social needs & is an array of systematic components.

- Language is species specific.

- Language is characterised by creativity, reflexivity, duality of patterns & has recussion.

- Theories of languages like continuity, discontinuity & others theories poses a scholarly interest in the premise of origin of language.

- Language is attributed to many nascent & developmental functions pertaining to a child's development.

- There are numerous strategies (educations & families) for language development for early educations.

- Language developoment & communication skills of childern are given utmost importance in the regard.

- Practices to enhance language & communication abilities among children gave a paradigm shift in the realm of education.

- Specific learning impairment, its sources, detection & amilioration is in vogue now-a-days. Research findings give supportive measures in this respect.

- Multilingualism is a subject of debate & is analysed in the light of its meaning, features & significance.

5.5.8 ''Check Your Progress''

1. What is community? Define it.

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2. What is participation? Define it.

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3. Mention any four contributions of community in Education.

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4. Mention any two challenges of community participation in Education.

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5. What are the two factors affecting the mechanisms of community participation.

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6. Name two initiatives for the improvement of the practice of community in Education.

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7. Write down the steps of participations.

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8. Mention the key factors for effective participation (any 3).

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5.5.9 Answers to Check your Progress

1. Individualized Educational Program (IEP)

   Individuals with Disabilities Education act (IDEA)

2. Two sub-types are - regular inclusion or partial inclusion & the other is full inclusion.

3. UNCRC, 1989; UNESCO-CDE, UN-CRPP, 2006.

4. Three principles are—adequate support & services for the student, professional skill development and well designed individualized instructional programs.

5. Two factor are—Family-school partnerships & headership of teachers & administrators.

6. One teach, one support; one teach, one observe & rotational teaching.

7. Involving students in solving problems, forcessing on the strength of a student with special needs and help establish short-term goals.

8. Promotion & adoption of inclusion is termed as progressive education.

9. Peviotal response training (PRT); Authentic assessment practices (AAP).

10. sense of tolerance, empathy, leadership skills & compassion.

11. Communities can be inderstod by characteristics that the members share, such as culture, language, tradition, law, geography, class & race.

   According to Shaeffer (1992) defines communities as homogeneous as well as heterogeneous & some united while others conflictive.

12. Participation is some specific activities that involve a high degree of functionaries in a wider development context.

   According to shaeffer (1994), it is the involvement through the mere use of a service, involvement throjgh contribution of money, materials & labour.

13. i)   Advocating enrollment & Education benefits

ii) Boosting morale of school stuff.

iii) Raising money for schools.

iv) Providing skill instruction & local culture information.

4. i) Resistance among teachers.

ii) Willingness of parents & others community members.

5. i) A clearly defined legal framework that allows representative school councils to functions with real decision-making authority.

ii) Establishment of non-politicized school & local councils.

6. i) An open & democratic environment.

ii) Involvement of NGOs.

7. i) To assess capabilities of communities.

ii) To establishment communication channels.

iii) To conduct continuous assessment.

8. i) Democratisation of professional experts of officials.

ii) Creation of collective decission-making structures at various levels. s

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Notes

Unit - 5 ❑ Educational Assessment and Identification of Needs

Structure

5.1   Introduction

Education is a dynamic process.it is flexible in nature. So a number of challenges arise. The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. We have to make a number of decisions in different situation .Therefore, no simple, single approach of assessment can be applied with the expectation that significant improvements of the system will occur.

Assessment based on school curriculum has several benefits for the teachers and students. It helps the teachers to determine the methods and techniques of teachings and it helps the students to plan out their study patterns and pace of learning. Assessment involves

the use of empirical data on student learning to refine programs and improve student learning. Teachers come to know about the student's strengths, weakness, learning style and many other factors.

5.2 Objectives

After going through this unit you will be able to

- Differentiate between concept of 'assessment in education' and 'educational assessment'.

- Understand different factors which can influence learner's academic performance,

- Understand the concept and scope of educational assessment.

- Explain Different types of assessment and assessment tools and technique, there advantages and disadvantages.

- Discuss recent trend and issues in the field of educational assessment of children with hearing impairment.

5.3 Educational assessment

The term 'assessment in education' and 'educational assessment' is not same. The former phrase i.e. 'assessment' in education 'covers assessment in its narrow perspective, whereas, the latter phrase i.e. 'educational assessment' indicates assessment in a wider perspective . The 'assessment in education' is mainly done for the purpose of intervention, whereas, 'educational assessment' includes diagnosis, intervention, and placement of children. The 'assessment in education' focuses more on the assessment of achievement of curricular activities of students while; 'educational assessment' focuses on all major areas of development of students. The specific instructional objectives set for students form the bases for assessment in education.

On the other hand, educational assessment focuses on the broader aims of education. The tools and techniques required for 'educational assessment' are more in number as compared to 'assessment in education'. Multidisciplinary team is required for 'educational assessment' whereas; an educator or a team of educators are involved in carrying out 'assessment in education'. According to McLaughlin & Lewis (2001), educational assessment is defined as the systematic process of gathering educationally relevant information to make legal and instructional decisions about the provision of

special services. Like any other type of assessment, educational assessment is also an ongoing process. Educational assessment of children with hearing impairment generally begins at the time of identification. It is a very systematic process. A multidisciplinary team of rehabilitation experts comprising special educators, audiologists, speech and language pathologists, psychologists, and social workers are involved in the process of educational assessment. This isbecause; education in its broader perspective covers all the domains of development of children. Though, majority of these professionals is not directly involved in education of children with hearing impairment, the assessment reports of all of these professionals are' essential in order to determine the educational placement and for planning the intervention process including goals to be achieved.

In case of special education one of the main problems is sustainability and quality education. We know that merely admitting a special child to school does not guarantee its quality of education; the more important thing is sustaining him/her in the educational setups. Once the children with hearing impairment are enrolled in an appropriate educational setup, we must ensure that they do not drop out. For this to happen, the teaching style, methods, content should match the students' learning style and cognitive abilities. Assessment plays a significant role in providinginformation about the current level of functioning of the students as also about strengths and weakness in the academic process. This is especially important for school going children with hearing impairment. Their academic performance is a major concern for which educational assessment is carried out to assess their progress in all areas of school curriculum. In addition, the areas such as language and communication skills, socio-emotional skills, auditory skills, learningstyles etc. are also assessed with a view to identify the strengths and weaknesses and the nature and type of support they may require to succeed in school. According to Eccarius and Malinda (1997), appropriateness of the educational placement, mode through which students with hearing impairment learn best (auditory, visual, or tactile), curriculum, amplification, and decisions abouttransition from service to service that families, schools, and individuals, depend on the outcomes of assessment. It is to note that the scope of educational assessment extends well beyond the school years also. Many a time, young adults with hearing impairment also require educational assessment for higher education or vocational education. The assessment of various areas of development in them helps in decision making and to guide them to a successful transition from school to college for higher education or to vocational institutions and other areas of adult life.

To sum up, the educational assessment is characterized by a team approach and is an ongoing process which includes special educators and parents for they deal with the

education of these special children directly. On the other hand, associated professionals with multidisciplinary expertise include psychologists, speech and language pathologists and audiologists. The composition of the team would change depending upon the need. Further, it is to note that educational assessment requires awide variety of techniques and tools. Generally the techniques used for such assessment includes (i) testing and (ii) observational techniques. Testing is predominantly used for assessment. The following sections explain the various types of tests. You would also gain more information about educational assessment in your practical manual of this paper.

5.4 Factors affecting Educational Performance

The educational performance of a learner can be influenced by a variety of individual, family as well as environmental factor. A thorough knowledge of these factors will prove very helpful for teachers and parents in understanding and guiding their children's learning. Some important personal factors are following:-

5.4.1 Individual factor

A. Physical factors

Under this group are included such factors as health, physical development, nutrition, visual and physical defects, and glandular abnormality. It is generally recognized that ill health retards physical and motor develop-ment, and malnutrition interferes with learning and physical growth. Children suffering from visual, auditory, and other physical defects are seriously handicapped in developing skills such as language development, reading writing, spelling etc. It has been demonstrated that various glands of internal secretion, such as the thyroid and pituitary glands, affect behavior. The health of the learner will likely affect his ability to learn and his power to concentrate.

B. Age and maturation

Learning is directly dependent upon age and maturation. No learning can take place unless individual is matured enough to learn. Some children can learn better at earlier age while other take more time to learn the same content.

C. Emotional condition

Describe emotional condition enhance the quality and speed of learning. Happiness, joy and satisfaction are always factorable for any type of learning. Adverse emotional condition, on the other hand, hinder learning.

D. Interests

Various types of interests of the students can be exploited to facilitate their learning. The interests during early infancy are mostly limited and short lived. As the child grows older his interests diversify and stabilize.

E. Motivation

Motivation is the heart of the learning process. It generates the will in an individual to do something.

F. Intelligence

Intelligence as expressed by an I.Q score on an intelligence test is positively related to learning. Generally, students with higher I.Q learn rapidly. However higher I.Q in itself is no guarantee for rapid learning

G. Sensation and perception

Sensation and perception are the psychological factors which help in learning. Sensation is at the core of perception. There are five sense organ i.e., skin, ears, tongue, eyes and nose. These sense organ are the gateway of knowledge and help in perception of various stimuli in the environment.

H. Learning style

Learning style is one of the major factors which can influence learner's academic performance. Below we have the three major learning styles.

a) Auditory Learnerssomeone with an auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as Hell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear.

b) Visual Learners Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me\ 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions,

c) Kinesthetic Learners Someone with a Kinesthetic learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on

experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first.

5.4.2. Family factor

A. Socioeconomic status of family

Socialbackground remain one of the major sources of educational inequality .Children from lowSocioeconomic status families are more likely to exhibit the following patterns in terms of educationaloutcomes compared to children from high SES families:

- have lower levels of literacy, numeracy and comprehension;

- have lower retention rates

- have lower higher education participation rates

- are more likely to have difficulties with their studies and display negative attitudes to school.

- have less successful school-to-job transitions.

B. Parental awareness

Is also one of the factors affecting academic performance of students in school, parental psychologist believes that most modern parents recognize the importance of education as a preparation for successful living. They therefore willingly made reasonable sacrifice to educate their children because they believes that education is more than any assets and therefore encourage their children to read in order to develop their physical, academic, intellectual and social qualities.

C. Educational background of parents

Educational background of parents Influence and affect the academic performance of students in other words students whose parents has highly educational standard perform very well because their parents were so concern and conscious about their children academic performance since they have gone through these process, they also encourage and motivate them to work very hard so that they can emulate them and even have higher educational standard than them they also create time to check their books and provide additional help to them through extra moral lesson while students from low or non - educational background might not know the effect of it, in some instance those

with low educational background might encourage their children in that they misused their opportunity during time and will not want that to happen to their children.

5.4.3 Environmental Factors :

The influence of environment begins since the time of the conception of the child in the womb of the mother. Fetus in the womb is influenced by mother's mental, physical and emotional conditions.

The external environment starts from the time of birth of the child. The external environment refers to the surroundings which prevail in home, school and locality.

At these places the child interacts with other members of the family, teachers' classmates or peers and neighbors. He establishes relationship with them. Some of the environmental factors are as under:

A. Natural surroundings

Natural surrounding covers the climatic and atmospheric conditions. For a limited time, humidity and high temperature can be tolerated but prolonged humidity and high temperature become unbearable.

They decrease mental efficiency. The intellectual productivity and creativeness of people living in hot regions are much low. Likewise, the morning time is always better for mastering difficult tasks.

B. Social surroundings

Social surroundings Includes especially the environment of home, school and locality. Learning is affected by physical conditions at home such as large family, small family (specific family of the study) insufficient ventilation, improper lighting, uncomfortable temperature, noisy home environment due to use of radio, and TV etc.

The socio-emotional factors such as child rearing practices, reward and punishment, scope for freedom in activities are decision making play and study facilities, disorganization and discord among birth positions such as eldest or youngest child has his definite influence on learning.

C. Cultural Demands and Social Expectation

They influence learning deeply; the spirit of culture is reflected in its social and educational institutions. For instance, in an industrialized culture, the emphasis mostly centers mechanical science and preparing children for highly mechanized vocations.

Likewise, in an agriculture based community, the educational process focuses on preparing its members for those skills which are suited to the needs of an agrarian community .Relationship with Teachers, Parents and Peers; This relationship can be explained as under:

D. The setup of learning

The teacher is an important constituent in the instructional process. The way he teaches and manages the students has an effect on their learning.

An authoritarian teacher will create an aggression and hostility among students. On the contrary for it a democratic teacher will create a participatory climate for learning.

The democratic environment leads students to constructive and cooperative behaviour. Generally, students learn better in a democratic setup because they like democratic procedures.

E. Relationship with parents

It plays a vital role in the learning process of the student. If the child-parents relationship is based on mutual respect and faith, it can facilitate his or her learning.

On the contrary to it a distorted and unhealthy environment, adversely affects the learning of the student. The upward mobility brings resistance on the part of the student to learn. Student's belongings to such families find themselves unable to cope up.

F. A healthy peer group

This relationship also plays an important role in learning. Student-student relationship in the classroom, school, society, etc., creates a particular type of emotional climate. The climate solely depends upon their relationships.

A sound relationship provides a tension free environment to the student enabling him to learn more and to complete in the class. If the relationship among peers is not good, it adversely affects their learning.

5.5 Types of Assessment

Norm referenced and criterion referenced tests

For a comprehensive educational evaluation of the students with hearing impairment, various techniques and a battery of test/ tools are required. These include personality tests, intelligence tests, achievement tests; attitude scales developmental scales, and aptitude tests. Tests used for educational assessment are classified as (i) norm referenced tests, and (ii) criterion referenced tests. The data obtained from these tests are quantitative

in nature. According to McLaughlin &Lewis (2001), educational assessment using norm-referenced tests is often considered more for gathering information for making eligibility related decisions. The non-standardized criterion referenced testsaremore useful for classroom instructional designs. Let us understand each of these tests in detail.

A. Norm referenced tests

Norm-referenced refers to standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam. The main purpose of norm referenced test is to measure general abilities and skills of student.Example of Norm referenced test is Grammatical Analysis of Elicited Language -Pre sentence Level (GAEL-P).

Grammatical analysis of elicited language -pre sentence level (GAEL-P) is a norm referenced test originally developed in English by Moog, Kozak and Geers (1983). The English version of GAEL-P test was originally adapted in Marathi by Gathoo (1992) and was standardized on children with hearing impairment in the age range 3-6 years. This test in Marathi was developed for assessing the children at very early ages of language acquisition. It was further designed to assess the grammatical aspects of spoken /or signed Marathi in a standardized test setting. The test consists of a set of toys, games and activities designed to elicit specific target words, phrases and sentences.

Calculating norm-referenced scores is called the "norming process," and the comparison group is known as the "norming group." Norming groups typically comprise only a small subset of previous test takers, not all or even most previous test takers. Test developers use a variety of statistical methods to select norming groups, interpret raw scores, and determine performance levels.

Norm-referenced scores are generally reported as a percentage or percentile ranking. For example, a student who scores in the seventieth percentile performed as well or better than seventy percent of other test takers of the same age or grade level, and thirty percent of students performed better (as determined by norming-group scores).

Issues in the use of norm referenced tests

The major concerns related to norm- referenced tests are (i) non availability and (ii) the issues of fairness and equity (Lam, 1995). These have restricted the use of norm-

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referenced tests for educational assessment of students with hearing impairment. The rising interest in addressing the issues of fairness and equity in relation to gender, linguistic backgrounds, and disability has also led many teachers to limit the use of norm-referenced tests. According to Lam (1995), individual characteristics such as gender; ethnicity, race, linguistic background or disability may result in biases in assessment. Hence, appropriateness of testing using norm- referenced test is a major issue in the educational assessment of students with hearing impairment.

Another concern in the use of norm-referenced tests for students with hearing impairment is the validity of the test results. According to Luckner (2002), the goal of norm-referenced measures is group comparison. This becomes a challenge when groups are initially heterogeneous in language, exceptionality, and/or culture. As a result, many students with hearing impairment often perform at levels two to four years below their same-aged peers, even though they may be knowledgeable of the content (Musselman&Szanto, 1998), All these result in invalid test results and mistaken conclusions regarding the abilities of students with hearing impairment.

B. Criterion referenced tests

Criterion referenced tests are very popular amongst teachers for educational assessment of students. Generally,Criterion-referencedtests and assessments are designed to measure the specific knowledge and skills possessed by students against a fixed set of predetermined criteria or learning standards .According to Anastasi (1988), this form of testing uses a specifiedcontent domain as its interpretive frame of reference rather than a specified population of persons According to Taylor (1997), it measures the student's mastery of content. Criterion referenced tests are either standardized or non-standardized. Generally, majority of the schools in India follows non-standardized criterion referenced tests. Example is teacher made tests (TMTs) for evaluating the students1 achievement in various curricular subjects. The teachers themselves develop this type of tests based on what is to be evaluated in students. As a part of development, the questions (items) are developed and documented in the form of question papers. The marks obtained on administration of the best are then compared against the established criteria, rather than against other students. If the student's score is equal to or better than the established criteria, that student issaid to have mastered or passed that aspect of the criteria. For example, students scoring above 60% are placed in first class.

Issues in the use of criterion referenced tests

Most of the teachers use non standardized criterion referenced tests/teacher made tests

for educational assessment of students with hearing impairment. The Criterion referenced tests are more subjective on criteria, such as content, type of questions, total marks, duration etc. Most of these tests do not give consideration to the students' language background and previous knowledge, experience, weightage to contents etc. Hence, interpretation of results from criterion referenced tests has to be done cautiously. Literature reveals following problems of criterion referenced tests for students with hearing impairment.

According to Martin and Mounty (2003), construction of items that are difficult or confusing in general present an unfair additional challenge to deaf individuals. Yarroch (1991) claimed that frequently students' ability is overestimated by multiple choice tests. In contrast to this, Moores (1996) claimed that for deaf, such multiple choice tests underestimate the ability. McKee and Lang (1982) focused on question formats, and mentioned that the linguistic manner in which an enquiry is posed may affect the results and subsequent decisions made about student performance and ranking within a group. According to Quigley, Wilbur and Montanelli (1974),'wh' questions are more difficult for deaf students than 'yes/no' questions, but are perceived less difficult than 'true/false' questions (McKee and Lang, 1982). Based upon his extensive experience with assessment of deaf individuals, Martin (2005) noted several issues with multiple-choice examinations. All these issues of non-standardized criterion referenced tests have a serious threat to the validity and reliability of the obtained results.

Subjectivity in terms of expectation levels of teachers, leniency in correcting the answer scripts etc are yet other drawbacks of a criterion-referenced test. The other concern expressed is of the linguistic bias. According to Brown et. al (1983), a test item is linguistically biased if a language handicapped student has mastered a course objective, but is unable to demonstrate mastery because of syntactical or lexical factors. Hence; language of test items may be a determining factor in deciding whether or not a student demonstrates mastery of course content. In the absence of content and other forms of validity, the results obtained from a criterion- referenced test may not provide an accurate picture.

C. Comprehensive and Continuous Assessment

Continuous and comprehensive evaluation is a process of assessment, mandated by the Right to Education Act, of India. This approach to assessment has been introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools.The Karnataka government has introduced CCE for grades 1 through 9. The main aim of CCE is to

evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provided it is implemented accurately.

As a teacher in a class especially when you are dealing with CWSN, it is necessary to assess your child in regular basis .Learning, particularly at the primary stage, has to be evaluated on a developmental pattern, hence it has to be evaluated in a continuous form. As education is a continuous process of development. Therefore, Evaluation has to be carried out in every possible situation or activity. By comprehensive evaluation, we mean that any type of evaluation has to cover all the learning experiences of a child such as knowledge, skills, understanding, appreciation, interest, and all the important areas of growth and development.

Let us now discuss what to evaluate in learners while we talk about continuous and comprehensive evaluation.As a teacher during the preparation of lesson plan you have to formulate the instructional objectives which means the desirable changes of behavior within the learner after the lesson is implemented. These objectives are the criteria against which you as a teacher are making a value judgment (evaluation). Evaluation should be carried out in relation to learners' cognitive, affective and psychomotor growth. Cognitive growth refers to the intellectual development of learners (such as learners' knowledge, comprehension, application, analysis, synthesis and evaluation). Affective growth emphasizes learners' attitude, interest and personal development. Psychomotor growth deals with learners' ability to perform some activity or do some practical work. Therefore, if you want the teaching-learning process to be really effective, you should evaluate the learners continuously and comprehensively.

Advantages of comprehensive and continuous assessment

- Identifying learning progress of students at regular time intervals on small portions of content.

- Employing a variety of remedial measures of teaching based on learning needs and potential of CWSN.

- Desisting from using negative comments on the learner's performance.

- Encouraging learning through employment of a variety of teachingaids and techniques.

- Involving learners actively in the learning process.

- Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

- To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.

- To improve students' learning through diagnosis of their performance.

- To plan appropriate remedial measures to enable he students who have learning difficulties in mastering the competency.

- To improve or alter instructional strategies to enhance the quality of teaching.

- To decide upon the selecting of various media and materials as a supportive system in mastering the competencies.

- To strengthen evaluation procedure itself

To conclude Continuous and comprehensive assessment is not an end in itself As it presents a happy combination of external and internal evaluation it offers opportunities to teachers to make suitablechanges in their efforts. Continuous feedback also provides direction to pupils and parents and toall those concerned for remedial steps.

D. Formative Assessment

The term 'formative evaluation' denotes the on-going of systematic assessment of learners' achievement while the term, course or instructional programme is in progress. Formative assessment measures student progress but it also helps the teacher by the feedback to the teacher provide information for modifying instructions .For example, when implementing a new activity in class, you can, through observationand / or surveying the students, determine whether or not the activity should be used again (or modified). A primary focus of formative assessment is to identify areas that may need improvement. This assessment is not carried out for the grading purpose. Thus, formative evaluation is 'evaluation for learning'

Types of Formative Assessment

- Teacher made test are generally used for these type of assessment.

- Observations during in-class activities of students non-verbal feedback during lecture.

- Homework exercises and class discussions.

- Question and answer sessions.

- Conferences between the instructor and student on a sub-unit.

- In-class activities where students informally present their results.

E. Summative Assessment

Summative assessment takes place at predetermined times after the learning has been completed and provides information and feedback that sums up the teaching and learning process. This is used to determine the extent to which the instructional objectives areachieved. The term 'summative evaluation1 refers to assigning a grade for learners1 achievement. Summative evaluation determines the extent to which the objectives have been achieved; whether learning is sufficiently complete so that the learner may qualify himself for the next unit of instruction. It provides the evidence that the programme is satisfactory and a new programme for the learner is needed; feedback to the classroom teacher for the success or failure of the programme of instruction. It measures the extent to which the learner has attained the desired outcomes. Thus summative evaluation is 'evaluation of learning'.

Types of Summative Assessment

- Final examination.

- Term papers(drafts submitted throughout the semester would be a formative assessment)

- Projects (project phases submitted at various completion points could be formatively assessed)

- Portfolios (could also be assessed during its development as a formative assessment)

- Student evaluation of the course.

Formal Assessments

Formal assessment uses formal tests or structured continuous assessment to evaluate a learner's level of growth and development.Formal assessments have data which support the conclusions made from the test. We usually refer to these types of tests as standardized measures. These tests have been tried before on students and have statistics which support the conclusion such as the student is reading below average for his age. The data is mathematically computed and summarized. Scores such as percentiles, or standard scores are mostly commonly given from this type of assessment.

Characteristics of formal assessment.

This type of evaluation

- is formal in nature
- uses standardized tests or NRT's hence tools dependant,it compare the performances of a standardized group .
- has testing material and manuals containing details of administration and scoring .
- constructed by the experienced test specialist.
- gives valid and reliable result which is consistent,
- focuses on assessing the general skill.

Informal Assessments

In order to properly understand what informal assessments are, we should first differentiate them from formal assessments. Formal assessments are designed to tell how well a student has progressed as evaluated against other students. These are standardized tests, tests that are presented and graded in a formulated, consistent manner. These tests, through the gathering of data, are used to evaluate how students arc doing when compared to a larger group of students.

On the other hand, informal assessments are those that are used to evaluate a student's own performance and progress individually. In the classroom, these take numerous forms and are simply the teacher's, student's, and parent's way of measuring that student's progress.

Characteristics of formal assessment-

This type of evaluation

- is informal in nature.
- Is generally used to assess the curricular objectives
- Give qualitative judgment
- Is generally developed based on the need
- Uses criterion referenced test.
- Example are-teacher made test,observation, Portfolios etc.

Traditional Assessment

Traditional assessments are the conventional methods of testing which usually produce a written document, such as a exam, or paper. Standardized tests, most state achievement tests, and high school graduation examinations are also examples of traditional assessments.

Characteristics of Traditional Assessment

- Traditional assessments usually produce a written document, such as a paper, test, or quiz.

- Traditional assessments usually take place at the end of a chapter, unit, or course of study.

- Traditional assessments often use the following types of questions -true/false, multiple choice, matching, short-answer, fill-in-the-blank, and essay.

- Students are usually tested individually.

- Students receive a numerical score or grade which often contributes to a student's final grade.

- Subject areas are usually tested in isolation.

- Also known as summative assessment.

- Classroom assessment should consist of a balance between traditional and alternative assessment.

Alternative Assessment

Alternative assessment is done to know what a students can do, emphasizing their strengths instead of their weaknesses. In the assessment, students, teachers, and sometimes parents select pieces from a student's combined work over the (usually four) years of school to demonstrate that learning and improvement has taken place over those years.It is to measures the skill of the student rather than his or her knowledge.Alternative assessments are also used to encourage student involvement in their assessment. Alternative assessment tools are performance based and different from traditional tests.

Features of alternative assessment:

- Instructor and learners focus on communication rather than the wright answer.

- Require students to perform, create, produce or do something.

- Use real world context.

- Learners have opportunities to assess themselves and their peers.

Advantages of Alternative Assessments

- They provide a means of assessing valued skills that cannot be directly assessed with traditional tests.

- They provide a more realistic setting for student performance than traditional tests.

- They focus on student performance and the quality of work performed by students.

- They can be easily aligned with established learning outcomes.

- Process can be costly in terms of time, effort, equipment, materials, facilities, or funds.

Disadvantages of Alternative Assessments

- Process can be costly in terms of time, effort, equipment, materials, facilities, or funds.

- Rating process is sometimes more subjective than traditional exams.

Guidelin es for Constructing Alternative Assessments

1. Instructional objectives or performance objective should be well defined.

2. Distinguish between those outcomes that can validly be assessed solely by performance assessments and those that can be assessed just as effectively by objective measures.

3. Create tasks that provide the student with ample opportunity to show student's ability to perform the targeted skill.

4. Decide what kinds of teacher guidance can be used while still allowing students the freedom to learn and do it their own way.

5. Try out the assessment and make revisions as necessary.

Performance-Based Assessment

Performance-based assessment is a way for students to demonstrate knowledge, skills, and material that they've learned. Performance-based assessment measures how well students can apply or use what they know, often in real-world situations. Research has

shown how this assessment practice helps teachers and principals support students in developing a deeper understanding of content, and provides a means to assess higher-order thinking skills.

Advantages of Performance based assessments:

- Instruction in most subject areas is being altered to include more practical applications of skills and to incorporate a greater focus on the understanding and combining of content and skills.

- Performance based assessments provide teachers with more information about the learning needs of their students and enable them to modify their methods to meet these needs. It also allow students to assess their own progress and, therefore, be more responsible'for their education.

- Performance-based assessments allow teachers to assess areas of learning that traditional assessments do not address. Many traditional assessments do not directly measure progress toward the teacher's final learning objectives. Direct observation of students performing in a real-world setting provides a powerful way to measure both their knowledge and their ability to apply it.

- Performance-based assessments involve real-world tasks, students tend to find them more interesting useful and challenging.

- Performance-based assessments motivates students to use higher-order thinking skills such as analysis, synthesis, and evaluation. The more opportunities students are given to practice these skills, the more proficient they become at using them.

Disadvantages of Performance based assessments:

- Performance based assessments usually include fewer questions and call for a greater degree of subjective judgment than traditional testing methods.

- Performance based assessments usually the costly and Time consuming and labor intensive to design and execute. Performance based assessments Performance based assessments must be carefully designed if used to document obtainment of student learning outcomes.

Curriculum based assessment (CBA)

Curriculum based assessment is assessment based on the curriculum materials for the grade level the child is in, or it may be adapted to the student's ability or IEP goals. For example, fourth grade children are mastering long division, but children with disabilities

in the same classroom may be mastering single digit divisors into two or three digit dividends.

Curriculum based assessment is used in the classroom during teaching for a very quick assessment /feedback of students.Thus the teacher come to know about the student's understanding of his/her teaching.by doing this he knows whether or not to move on the next level.

Following are the major characteristics of Curriculum based assessment:

- Curriculum based assessment follows direct assessment of academic skills like observation,testing etc.

- Matters are developed based on the prescribed curriculum.

- It emphasizes a direct relationship to the student's curriculum.

- The duration of the whole exercise is not very long.

- It is inexpensive,and easy to understand.

- It can be administered over and over again.

5.6 Tools and techniques of Educational Assessment:

Form the discussion of previous subunits we understand the importance of educational assessment and its different types.in those discussion we observe that every lesson that a teacher teaches has an objective -- that students who have understood the lesson are able to perform tasks they couldn't have done before the lesson. At the end of the lesson, teachers like to know whether or not the objective has been realized. For this, we need assessment tools. These allow teachers to measure how well students have understood a topic. Following are some tools and technique of educational assessment.

Observational Techniques

We continually observe our students. The observation, however, is typically informal and unsystematic, carried on without proper planning. But it should be reliable accurate and goal oriented. The term observational tools and techniques are not synonymous. An observation technique generally implies the use of a particular observational tool such as a rating scale, a check list, etc. However, the process of observing and recording an individual's behavior is what is meant by the phrase observational technique.

It is expected that the observer should be completely objective and record the actual behavior without attempting to interpret behavior.

Advantages of Observation

1. Frequent observations of a student's work and work habits can provide a continuous check on his progress.

2. The errors or problems, as they arise can be immediately detected and corrective actions can be taken quickly.

3. Observational techniques are not as time-consuming for the pupil as are achievement tests.

4. Observational data provide teachers with valuable supplementary information, much of which could not be obtained in any other way.

Disadvantages of Observation

1. Problems of the past cannot be studied by means of observation.

2. Having no other option one has to depend on the documents available.

3. Observations like the controlled observations require some especial instruments or tools for effective working, which are very much costly.

4. One cannot study opinions by this means.

5. Observation some times involves a lot of time as one has to wait for an event to happen to study that particular event.

Suggestions to Help Make Valid Observations

1. Plan in advance what is to be observed.

2. The observer must be conscious of sampling errors. There should be frequent, short observation distributed over a period of several weeks and at different times of the day.

3. Co-ordinate the observations with your teaching. Otherwise, there is great danger that invalid observations will result.

4. Record and summarizes the observation immediately after it has occurred. More important, however, is the fact that when pupils know they are being observed, their resultant behaviour may be a typical.

5. Make no interpretations concerning the behaviour until later on. Otherwise, it may interfere with the objectivity of gathering observational data.

6. Prepare some sort of list, guide or form to help make the observation process objective and systematic.

Interviews

The interview is a face-to-face personal conference, in which the required information is obtained directly from an individual.

Advantages

1. It is flexible. It allows the interviewee to ask for a clarification of a question and the interviewer to raise all kinds of follow-up questions to the answers of the respondent.

2. It lends itself to dealing with confidential and personal material which cannot be obtained through a questionnaire.

3. It gives the interviewer the opportunity to hear how an interviewee has said something (e.g., accent, fluency, tone of voice, meaning, etc.) as well as what he has said.

4. An informal interview on how Vijay solves an arithmetic problem may reveal to the teacher what techniques of thinking Vijay employs.

5. Quietly chatting with a student at his seat, the teacher can gather valuable information about him.

6. The interview is a face-to-face situation. Here two people enter into a structural conversation. To this extent the interview is a familiar, real-life situation.

7. It enables each side to have a look at the other. No employer would like to take an employee without seeing him, nor would an employee like to join a firm without meeting somebody from the firm.

8. The interview is a method acceptable to both sides. An unacceptable selection method e.g., tests of intelligence etc. could cause considerable initial tension which might impair performance.

9. The skillfully-handled interview, provides a highly flexible situation. Different approaches can be tried.

10. The interview is relatively quick and economical.

Limitations

1. There is always a chance that time will be wasted or unneeessary will be questions raised.

2. It is time-consuming.

3. It makes it possible for an interviewer to ride a personal hobby.

4. Its utility depends on the willingness of the interviewee to give honest answers.

5. It cannot be used in group situations.

6. There is lack of definite aim or purpose in the interview.

7. The candidate is not allowed to develop a theme. Instead of that there are too many questions which can be answered in one word.

8. Asking questions which only elicit information already possessed by the interviewer through application forms, confidential reports etc. This only shows that the interviewer has no clear idea of procedure.'

9. Asking the questions in such a tone that the candidate is led to believe that the question must be answered in a certain way.

10. Restricting the time so much that there is no real chance of making maximum use of the interview possibilities.

11. Sometimes the interviewee is unduly influenced by the views and techniques of the other interviewers.

12. Failure by interviewers to discuss techniques of interviewing among themselves.

Developmental Scale

Developmental scales are another feature unique to the Learning Record. It includes a standard series of measurements of steps, activities or behavior which the observer records.In understanding and accounting for student progress and achievement, we look at what students know and can do, rather than their presumed deficits. Developmental scales are unlike rubrics or other forms of ranking and sorting, which establish an "ideal" performance or standard, and lesser levels progressively below the ideal until the lowest level on the scale describes a learner bereft of any qualities. This deficit-based model diminishes the dignity and worth of the entire range of stages in learners' development.

Advantages

1. It is an easy method of observation.

2. It is an objective method of evaluation traits of characteristic.

3. It can be used in most subject matter areas.

4. When properly prepared, it constrains the observer to direct his attention to clearly specified traits or characteristics.

Teacher-made Test

Teacher-made tests are written or oral assessments that are not commercially produced or standardized. In other words, a test a teacher designs specifically for his or her students "Testing" refers to any kind of school activity that results in some type of mark or comment being entered in a checklist, grade book, or anecdotal record. Teacher-made test is important parts of the teaching and learning process if they are integrated into daily classroom teaching and are constructed to be part of the learning process,not just the culminating event. They allow students to see their own progress and allow teachers to make adjustments to their instruction on a daily basis.

Modifications for Students with Special Needs

With the movement toward inclusive classrooms, teachers need to be able to meet the needs of students with special needs like learning disabilities, behavior exceptionalities, physical exceptionalities, and intellectual exceptionalities.

Teacher-made tests can be constructed to meet the needs of all students by providing many opportunities to measure what students can do instead of just measuring their ability to read, write, and take tests.

The following modifications can be made to help ensure success on tests for all students, especially those with special needs who are most at risk of failing tests:

- Read instructions orally.
- Rephrase oral instructions if needed.
- Ask students to repeat directions to make sure they understand.
- Monitor carefully to make sure all students understand directions for the test.
- Provide alternative evaluations—oral testing, use of tapes, test given in another room, dictation.
- Give examples of each type of question (oral and written).
- Leave enough space for answers.
- Use visual demonstrations.
- Do not crowd or clutter the test.
- Give choices.
- Go from concrete to abstract.
- Don't deduct for spelling or grammar on tests.

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- Allow students to write down key math or science formulas (so that students are not penalized for poor memory).

- Include visuals like graphic organizers on tests.

- Give specific point values for each group of questions.

- List criteria for essay questions.

- Provide immediate feedback on all tests.

- Allow students to correct mistakes and/or to retake tests to improve scores and understand what they didn't understand on the first test.

Guidelines for Teacher-Made Tests The following guidelines may help in the construction of better teacher-made tests:

1. Create the test before beginning the unit.

2. Make sure the test is correlated to course objectives or learning standards and benchmarks.

3. Give clear directions for each section of the test.

4. Arrange the questions from simple to complex.

5. Give point values for each section (e.g., true/false (2 points each))

6. Vary the question types (true/false, fill-in-the-blank, multiple choice, essay, matching). Limit to ten questions per type.

7. Group question types together.

8. Type or print clearly. (Leave space between questions to facilitate easy reading and writing.)

9. Make sure appropriate reading level is used.

10. Include a variety of visual, oral, and kinesthetic tasks.

11. Make allowances for students with special needs.

12. Give students some choice in the questions they select (e.g., a choice of graphic organizers or essay questions).

13. Vary levels of questions by using the three-story intellect verbs to cover gathering, processing, and application questions.

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5.7 Current trends and challenges in assessment

Assessment plays a significant part of our education system at the end of the day, -all stake holders have a vested interest in knowing how successful the teaching learning process is completedand what the measures of the students' success are. Assessment is the way we have to make the learning visible, and of applying some measure to the success of the learner in demonstrating what he or she has learned.

Historically the focus on assessment has been summative applying measures of how successfully the learner can demonstrate what he or she has acquired through the learning process, usually in the form of a final examination, but sometimes in the presentation of a portfolio, submitted thesis or essay, or completion of a practical task.

For decades our approach to assessment has been shaped by notions of the physical place and time of assessment activities, leading to practices that require students to complete assessment activities in certain places at certain times. For the most part, these were summative assessments in the form of exams. In recent years there has been an increasing focus on the importance of formative assessment, that is, the assessment of the learning that is taking place through the process of learning, not simply what is produced at the end of it. These approaches are sometimes referred to as assessment aslearning - focusing on progressions in learning, and identification of next steps, rather than simply taking a summative view of the exam or assignment at the end of a period of study. Such an approach is gaining support internationally.

Now a days most of the teachers use non standardized criterion referenced tests/teacher made tests for educational assessment of students with hearing impairment. The Criterion referenced tests are more subjective on criteria, such as content, type of questions, total marks, duration etc. Most of these tests do not give consideration to the students' language background and previous knowledge, experience, weightage to contents etc. Hence, interpretation of results from criterion referenced tests has to be done cautiously. Literature reveals following problems of criterion referenced tests for students with hearing impairment. But a number of issues raised regarding the use of criterion referenced test. We discussed the issues before. We also discussed the problem of using norm referenced test in our classroom.

The modern trends of assessment continuous assessment plays dual role by taking the role of a bridge between formative and summative assessment.If students,as a part of their studies,produce gradually completed units,which are built up into a portfolio of assessment evidence,then this continuous assessment serves a dual purpose ,both

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formative and summative.This allows students to learn from their feedback and take greater responsibilities for their own learning and achievements.Simultaneously ,teachers and tutors are assisted in tracking the progress of learners,rather than waiting for the end of the course to discover ,summatively how much learning has taken place,It is helpful for hearing impaired learner because they have tendency to forgetcurriculum content rather than their hearing peer.Hencecontinuous and comprehensive assessment lessen their burden.

Constructivist perspective of assessment

Constructivism is basically a theory - based on observation and scientific study - about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things- and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant.

In the classroom, the construct!vist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

In our classroom we are probably already using the constructivist approach to some degree. Constructivist teachers pose questions and problems, then guide students to help them find their own answers. They use many techniques in the teaching process. For example, they may:

● prompt students to formulate their own questions (inquiry),

● allow multiple interpretations and expressions of learning (multiple intelligences),

● encourage group work and the use of peers as resources (collaborative learning).

Characteristics of Assessment

● In the context of constructivist approach, assessments need to gauge the progress

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of students in achieving the three major learning outcomes of constructivist approach: conceptual understanding in science, abilities to perform scientific inquiry, and understandings about inquiry.

● All learners come to a learning tasks with some relevant knowledge, feelings and skills. Meaningful learning occurs when the learners seeks to relate new concepts and propositions to relevant existing concept and propositions in her/his cognitive structure (Mintzes, Novak, Wandersee, 2000).

● Constructivist approach to assessment is a formative rather than a surnmative. Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students. Assessment have to respond to the particular needs and characteristics of the teachers, students and science content. Assessment is context-specific: what works well in one class will not necessarily work in another.

● Assessment is ongoing process. Teachers get feedback from students of their learning. Teachers then complete the loop by providing students with feedback on the results of the assessment and suggestions for improving learning.

5.8 Let us sum up

In this unit we have discussed about the concept and. scope of educational assessment and how. We also discussed about the important factors which can affect the learning and academic achievement of a learner. We came to know about different types of assessment and assessment tools and technique, there uses advantages and disadvantages. The unit ends with the discussion on the recent trend and issues in the field of educational assessment of children with hearing impairment.

5.9 ''Check your progress''

1. Write down in detail the procedure of educational assessment of primary school students with hearing impairment.

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2. What is norm referenced test? How it differs from criterion referenced test?

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3. What will happen if a teacher is not following curriculum based assessment for the student in his/her class?

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4. Why you would give more important on formative test as a teacher of a hearing impaired child?

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5. Enumerate the importance of teacher made test.

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5.10　References

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মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— *রবীন্দ্রনাথ ঠাকুর*

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

— *সুভাষচন্দ্র বসু*

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— *Subhas Chandra Bose*

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