

**DIPLOMA IN ELEMENTARY EDUCATION
(D.El.Ed.)**

Course-501

***Elementary Education in India:
A Socio-Cultural Perspective***

Block -3

**Elementary Education in India in
the Contemporary Context-II**



NATIONAL INSTITUTE OF OPEN SCHOOLING

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Credit Points (4=3+1)

Block	Unit	Name of Unit	Theory Study Hours		Practical Study
			Content	Activity	
Block-1 Elementary Education in India: A Retrospect	U1	Indian Education System-I	4	2	Comparison of guru of the yore and the professional teacher of today
	U2	Indian Education System-II	5	3	Evaluation of any text book is the right of NCF 2005
	U3	Education as a Fundamental Right	4	2	Analysis of the RTE Act 2009 in the light of roles and responsibilities of the teacher
	U4	Organizational Structure for UEE	4	2	Organizational structure of Elementary education in Jharkhand
Block-2: Elementary Education in India in the Cotemporary Context-I	U5	Strategies for UEE-I	5	3	
	U6	Strategies for UEE-II: The Sarva Shiksha Abhiyan(SSA)	5	3	Mid-day meal experience in respective school
	U7	Planning and Management of UEE	6	3	
Block-3: Elementary Education in India in the Cotemporary Context-II	U8	Preparing Teachers for Elementary Education	6	3	Consideration of your quality as a reflective teacher
	U9	Preparing Teachers for Education of Disadvantaged	5	3	Consideration of issues on access and retention for SC/ST/Minority children in your locality Your action plan to protect child right in your school
	U10	International Scenario in Elementary Education	5	2	
		Tutoring	15		
			64	26	30
Grand Total			64+26+30=120 hrs.		

Block 3

Elementary Education in India in the Contemporary Context-II

Block Units

Unit 8 Preparing Teachers for Elementary Education

*Unit 9 Preparing Teachers for Education of
Disadvantaged*

Unit 10 International Scenario in Elementary Education

BLOCK INTRODUCTION

This Block consist of three units such as unit-8, 9 and 10.

In this unit you will be able to study about the teacher education programme such as pedagogical issues and concerns of the primary and upper primary sub-stage of elementary education. This unit gives the details about the preparing of quality teachers for elementary education at national level

The unit-9, attempts to provide here to encourage the first generation learners to understand the heterogeneity among the school going peer group through school education. You will be also able various issues in access and retention of disadvantaged students.

In Unit-10, you will able to study about the major international scenario in elementary education.

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3.	Unit 10: International Scenario in Elementary Education	50



UNIT 10 INTERNATIONAL SCENARIOS IN ELEMENTARY EDUCATION

STRUCTURE

- 10.0 *Introduction*
- 10.1 *Learning Objectives*
- 10.2 *Jomtien Conference – (1990)*
 - 10.2.1 *Major Thrusts of the Jomtien conference*
 - 10.2.2 *Strengthening International Solidarity*
 - 10.2.3 *Impact of Jomtien E – 9 countries*
 - 10.2.4 *Impact on South Asian Region*
- 10.3 *Elementary Education initiatives in Developing Countries*
- 10.4 *Role of International Agencies in UEE*
 - 10.4.1 *UNESCO*
 - 10.4.2 *UNICEF*
 - 10.4.3 *World Bank*
 - 10.4.4 *DFID*
 - 10.4.5 *SIDA*
- 10.5 *World Education Forum, Dakar, Senegal 2000*
- 10.6 *Let Us Sum Up*
- 10.7 *Glossary/Abbreviation*
- 10.8 *Suggested Readings & References*
- 10.9 *Unit-End Exercises*

10.0 INTRODUCTION

You have already studied in the units- 1 and 2 about the development of Elementary Education in India, both of pre-independence and post-independence periods. You know that education is now included in the category of a fundamental rights in our constitution. For universalization of Elementary Education in our country, we have various organizational structures at different levels. To achieve the goals and objectives of universalization of Elementary Education, our government has certain strategies and plans.



In this unit we will learn about international scenario in Elementary Education with reference to the Jomtien conference and world Education Forum, Dakar, Senegal 2000. We will also review the Elementary Education initiatives in the developing and developed countries. We will examine the role of international organizational agencies in universalization of Elementary Education and assess the initiatives of Education for All (EFA). You can go through the structure map of the unit as given below to get a better idea about the organization of this unit.

Concept Map



10.1 LEARNING OBJECTIVES

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

- describe the major thrusts of Jomtien Conference (1990)
- examine the impact of Jomtien Conference on E – 9 countries and South Asian Regions.
- compare the status of elementary education between developing countries and developed countries.
- explain the role of international agencies in universalization of Elementary Education.
- Review the outcome of World Education Forum, Dakar, Senegal 2000.
- describe the merits of ‘Education for All’ programmes.



Notes

10.2 JOMTIEN CONFERENCE – 1990

There was a conference on Education for All in Jomtien, Thailand from 5 to 9 March 1990. This conference is known as Jomtien conference. As many as 155 member states of United Nations assembled in Jomtien. The participants in the World Conference on Education for All reaffirmed the right of all people to education. That was the foundation of their determination to ensure education for all. They committed themselves to act co-operatively to achieve the goals of education for all. All participants from various countries adopted that ‘World Declaration on Education for all: Meeting Basic Learning Needs and agreed on the framework for Action to achieve the goals set forth in this Declaration.

The participants in the world conference on ‘Education for All’:

- Recalled that education is a fundamental right for all people of all ages, through out our world.
- Understood that education can help ensure a safer, healthier, more prosperous and environmentally sound world.
- Knew that education was an indispensable key to, though not a sufficient condition for personal and social improvement.
- Recognized that traditional knowledge and indigenous, cultural heritage have a value and validity for development.
- Acknowledged that, overall the current provision of education must be made more relevant and qualitatively improved and made universally available.
- Recognized that sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development.

10.2.1 Major Thrusts of Jomtien Convergence

In the conference of the World Declaration on Education, nine articles are drafted according to the *purpose, expanded vision, commitment and requirements* for Education for All. The articles related to thrusts of Jomtien conference are described below:

i. Meeting basic learning needs

- a. Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.
- b. The satisfaction of these needs empowers individuals in any society build



upon their collective cultural, linguistic and spiritual heritage, to promote the education of others.

- c. The fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.
- d. Basic education is the foundation for lifelong learning and human development.

ii. Shaping the vision

- a. An expanded vision is needed that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.
- b. The expanded vision encompasses:
 - Universalizing access and promoting equity;
 - Focussing on learning;
 - Broadening the means and scope of basic education;
 - Enhancing the environment for learning;
 - Strengthening partnerships.
- c. The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education.

iii. Universalizing access and promoting equity

- a. Basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.
- b. For basic education to be equitable, and must be given the opportunity to achieve and maintain an acceptable level of learning to all.
- c. The most urgent priority is to ensure access to, and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation.
- d. An active commitment must be made to removing educational disparities. Underserved groups should not suffer any discrimination in access to learning opportunities.
- e. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.



iv. Focusing on learning

An expanded educational opportunities will translate into meaningful development - for an individual or for society - depends ultimately on whether people actually learn as a result of those opportunities. The focus of basic education must, therefore, be on actual learning acquisition and outcome.

v. Broadening the means and scope of basic education

The diversity, complexity, and changing nature of basic learning needs of learners necessitates broadening and redefining the scope of basic education to include the following components:

- Learning begins at birth.
- The main delivery system for the basic education of children outside the family is primary schooling.
- The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.
- All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues.

vi. Enhancing the environment for learning

All learners must receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of children should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

vii. Strengthening partnerships

National, regional, and local educational authorities have a unique obligation to provide basic education for all. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education. The recognition of the vital role of both families and teachers is particularly important. In this context, the terms and conditions of service of teachers and their status, which constitute a determining factor in the implementation of education for all, must be urgently improved in all countries.

viii. Developing a supportive policy context

- a. Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for



individual and societal improvement. Suitable economic, trade, labour, employment and health policies will enhance learners' incentives and contributions to societal development.

- b. Societies should also ensure a strong intellectual and scientific environment for basic education.

ix. Mobilizing resources

- a. For meeting the basic learning needs of all, it is essential to mobilize existing and new financial and human resources, public, private and voluntary.
- b. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development.

10.2.2 Strengthening International Solidarity

- a. Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities. All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.
- b. Substantial and long-term increases in resources for basic education will be needed.
- c. Basic learning needs of adults and children must be addressed wherever they exist.
- d. All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations. Only a stable and peaceful environment can create the conditions in which every human being may benefit from the goals of this Declaration.

A framework of action to meet basic needs was adopted in the Jomtien conference these six main areas of action are stated below:

• Main areas of action

- a. expansion of early childhood care and development activities,
- b. universal access to and completion of primary education,
- c. improvement in learning achievement,
- d. reduction in adult illiteracy,
- e. expansion of basic education and skill training for youth and adults, and
- f. increased acquisition of knowledge, skills and values for better living by individuals and families.



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For action plan some basic principles are given in the deceleration of EFA.

- **Five basic principles**

- a. equity: universalising access and promotion of equity,
- b. emphasis on learning,
- c. broadening of the meaning and scope of basic education,
- d. improvement in the learning environment, and
- e. strengthening of partnerships

According to the action plan and basic principle to reach the goals and targets for EFA major goals and target are set.

- **Major goals and targets**

- a. universal access to and 80 per cent completion rate in primary education by 2000 AD,
- b. reduction in adult illiteracy rate to half its 1990 level by 2000 AD, with special emphasis on female literacy,
- c. improvement in learning achievement such that an agreed percentage (80 per cent) of appropriate age-cohort attains or surpasses a defined level of necessary learning achievements, and
- d. expansion of early childhood care and development activities, including family and community interventions, especially for the poor, disabled and the disadvantaged children.

- **Impact of the Jomtien**

The main contribution of the Jomtien conference lies in its influence on national governments and their policies, plans and programmes. The Jomtien conference influenced the policies and programmes of the national governments:

- a. a. to broaden the scope of 'basic education' to include adult literacy, training and life skills for youth and early child care and development for pre-school age children
- b. to give priority to EFA in their development plans
- c. to formulate specific educational policies, laying a special emphasis on EFA to prepare special education plans and/or to build special components of EFA in their on-going plans
- d. to intensify the on-going programmes of school improvement with a focus on expansion, improvement in quality, teacher training, curricular reforms, gender parity, and preferential treatment to the disadvantaged and the poor; and
- e. to launch new projects for education development.



- **Influence on the national governments**

- a. to make special efforts towards improvement in efficiency in planning and management of the education systems,
- b. to decentralise the educational planning and management systems,
- c. to develop mechanisms of improvement in community participation in all education activities, and
- d. to forge partnerships between government and nongovernmental organisations.

Initiation of special efforts

- a. to mobilise additional domestic resources by introducing tax and other fiscal reforms,
- b. to mobilise resources from the community in the form of both cash and kind, including physical and human resources for planning, management, supervision, and monitoring of schooling activities and to ‘make the system work’,
- c. to enhance bilateral and regional cooperation, and
- d. to mobilise resources from external sources — foreign aid — from bilateral and multi-lateral sources.

10.2.3 Impact of Jomtien on E-9 Countries

The high population countries comprising Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, and accounting for more than 50 per cent of the world’s population called as E-9 countries. They assembled in Recife, Brazil from 31 January to 2 February 2000, and reviewed the progress of EFA in their countries. Since the Jomtien Conference, March 1990, and the EFA Summit of Heads of State of the E-9 countries, New Delhi, December 1993, there have been significant breakthroughs in all of the nine countries.

As an impact of Jomtien conference, the following are the achievements in the E-9 countries:

- Massive reduction in adult illiteracy;
- Increase in early childhood education strategies that involve parents and that support vulnerable families;
- Substantial increase in pre-school educational services;
- Significant advance towards universal elementary education;
- Improved gender equity in school access for boys and girls and for school attendance;



- Addressing early development of attitudes and values for coexistence and civic education;
- Decentralization of educational services;
- Development of a national curriculum framework;
- Advance in the process of inclusion of children with special needs in mainstream schools;
- Use of distance education for the expansion of learning and for teacher training;
- Development of programmes for specific target groups with appropriate inbuilt incentives;
- Strengthening of national database, evaluation and accreditation systems for education;
- Expansion of partnerships with NGOs, civil society and private sector;
- Increasing public awareness for EFA through media and advocacy.

10.2.4 Impact on South Asian Region

In the countries of the South Asian region, several new initiatives were made, and a wide variety of strategies, plans, programmes and projects have been prepared and executed, following the Jomtien conference. Goals were reaffirmed and redefined, new goals were set, and target dates are set and reset. The progress is monitored and new interventions are designed. While many plans are prepared and quantitative target are sets. The South Asian regions include Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Afaganistan and Shri Lanka.

Following are the achievements in South Asian Regions after Jomtien

- Increase in primary school enrolment
- Expansion of early childhood care and education programmes
- Higher priority given to quality
- Increase in functional adult literacy
- Improvement in educational management information systems
- Increase in national budgets for basic education
- Effective use of existing resources
- Increase in 'international' assistance to basic education
- Increase in the number of legislative measures, campaigns, projects and reforms in basic education
- More innovative initiatives in basic education
- More partnership between the private sector and civil society



The contribution of the Jomtien has been significant in bringing all the UN agencies together to make a commitment to work for achieving EFA goals, and to support all endeavours in this regard in developing countries. Thus the contribution of the Jomtien conference is both catalytic and direct as well.

10.3 ELEMENTARY EDUCATION INITIATIVE IN DEVELOPING COUNTRIES

Universal access to Elementary Education still remains an unfulfilled pledge in many parts of the world. The World Declaration on education for All, the Framework for Action To Meet Basic Learning Needs, the E9 Declaration for Education For All, and the 40-year old Universal Declaration of Human Rights were aimed at giving prominence to elementary education. You are now going to study the position and status of elementary education in developed and developing countries.

About 75 million children of which more than half of them girls in the world have no opportunity to attend primary schools. One in three children in Africa that are enrolled in school dropout of primary education for socially disadvantaged groups. Four out of five children who do not go to school live in rural regions. In many developing countries, traditional role patterns inhibit enrolling girls in school. The stronger preference for boys in educational sector is greater in Sub-Saharan Africa, the Middle East and in South and West Asia. In addition, many children are prevented from going to school on account of crises and wars. In many countries where civil war is raging the majority of schools have been destroyed.

The following factors have been found to be the barriers in elementary education in developing countries:

- **Inadequate Budgets:** In most developing countries, the budgets allocated for primary education are too low to meet requirements to achieve the goal of universal compulsory school attendance. More money will have to be invested in the least developed countries. Bad governance, high staff turnover, inefficient use of funding, corruption and lack of management and organizational skills are other obstacles to the universal provision of education.
- **Lack of schools and teaching staff:** Rural regions and poor districts lack a comprehensive primary school network. Children in rural regions often have to walk extremely long distance to school. Many girls are not allowed to attend the schools some distance away as parents are concerned about their safety. Many schools are poorly equipped. They lack textbooks and teaching materials. Many schools have no funding for water, electricity or transport for pupils.



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Teachers' working conditions are unacceptable in many developing countries many teachers have to teach two or three shifts a day in classes with very high student numbers and on poor pay. Many teachers are also poorly trained and ill- prepared in schools. Many countries in Sub-Saharan Africa also face a health problem: in some regions so many teachers have contracted AIDS those schools are forced to remain closed. Many developing countries face the problem of low-quality teaching. Teaching times and curricula are too little geared to the children's actual day-to-day reality. Group work, independent learning, critical thought and problem solving, the use of new technologies and the promotion of life skills are not sufficiently promoted.

- **Cost of attending school:** Many people in developing countries cannot afford to pay school fees or for learning materials, school uniforms and transport to school. In countries in which school fees have been abolished enrolment rates have risen markedly. Numerous families rely on the income of their children contribution. About 166 million children between the ages of 5 and 14 years have to work often up to 16 hours a day. One in four children in Sub-Saharan Africa and one in five children in Asia have to work.
- **High illiteracy rates:** In developing countries, some 30-50 per cent of those who leave school after four to six years of primary education are neither literate nor numerate. Around 11 per cent of young people between the ages of 15 and 24 are classed as illiterate. Out of the total number of illiterates in the world ninety eight per cent of those who cannot read or write live in developing countries.

10.4 ROLE OF INTERNATIONAL AGENCIES IN UEE

For universalization of elementary education and to achieve the goal of education for all speedily and progressively various international agencies are functioning all over the world. For example, World Bank, Asian Development Bank, USAID, DFID, NORAD, CIDA, SIDA, SDC, Unesco, UNICEF, UNFPA, UNDP, OPEC, and SDC are some of the major external agencies that are cooperating in EFA.

10.4.1 UNESCO

The United Nations Educational, Scientific and Cultural Organization or UNESCO, was established at London Conference in November 1945. Its purpose was to further the cause of peace by increasing understanding among nations through education. Its headquarter is in Paris. UNESCO considers learning important for economic development and for peace. UNESCO is an inter-government organization. UNESCO helps young independent countries by



providing material and human resources for educational development. It helps countries in their efforts to improve education at all level. The agency sponsors programmers to train teachers, build courses of study. UNESCO promotes activity concerns to EFA. UNESCO is one of the sponsors of Jomtien conference in 1990. UNESCO has undertaken a series of consultations with its major partners in the EFA movement. Three UNESCO documents have been developed in support of the EFA movement: (i) a *Plan of Action* which attempts to mobilize and rationalize action nationally, regionally and internationally; (ii) *Guidelines for the Preparation of National Action Plans for Education for All* aiming at supporting countries in their development of national EFA plans; and (iii) a document on *Development Partner Co-operation in the Support of Education for All: Rationale and Strategies* which forms part of the discussion in this report. An electronic news bulletin board, set up specifically for information-sharing on EFA, provides regular updates on important events and achievements. UNESCO's commitment to EFA is given in the following box.

Five core areas:

- to integrate EFA fully in all programme activities of UNESCO. This concerns education, specifically, but also inter-sectoral activities related to culture, communication and information, and the sciences.
- to support countries in the implementation of EFA, for example in the formulation of education policies that caters to excluded groups.
- to develop regional mechanisms for capacity-building and exchange between countries.
- to champion more efficient use of resources and increased investment in basic education.
- to sustain the EFA momentum at the global level through EFA advocacy at international meetings.

10.4.2 UNICEF

UNICEF is the commonly used name for United Nations agency called the United Nation International Children's Emergency Fund. UNICEF aid, children in over 150 countries by assisting governments, in such areas as health care, nutrition, water supply and education etc. UNICEF works to protect the rights of every child to regarding health, nutrition and education and freedom of expression. UNICEF works tirelessly to ensure that every child – regardless of gender, ethnicity, socioeconomic background or circumstances – has access to a quality education. It focuses on gender equality and work towards eliminating disparities of all kinds. Its innovative programmes and initiatives target the world's most disadvantaged children: the excluded, the vulnerable and the invisible. UNICEF works with a broad range of local, national and international partners to realize



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the educational and gender-equality goals established in the Millennium Development Goals and Education for All. It brings essential structural changes that are necessary to achieve social justice and equality for all. Too many of the world's children are out of school or receive spotty, sub-standard educations. Each one of these children has dreams that may never be fulfilled, potential that may never be realized. By ensuring that every child has access to quality learning, therefore UNICEF laid the foundation for growth, transformation, innovation, opportunity and equality. Whether in times of crisis or periods of peace, in cities or remote villages, it is committed to realizing a fundamental, non-negotiable goal: quality education for all.

10.4.3 World Bank

The World Bank supports the Education for All for accelerating progress toward quality, universal primary education, and other EFA goals. The Bank supports EFA through specific operations in almost 90 countries worldwide through multidimensional efforts to:

- improve primary school access and equity, as well as educational quality and learning output.
- improve the dropout and retention rates of girls, as well as their learning outcomes
- help providing education to HIV affected pupils.
- Promote early childhood development.
- protect EFA prospects in different countries.

Working with individual countries on EFA goals requires a mutual accountability between developing countries and donors. World Bank helps to mobilize resources needed to achieve EFA goals. The World Bank also supports EFA efforts through analytic work and the sharing of global knowledge and good practice.

10.4.4 Department for International Development (DFID)

DFID is the part of the UK government that works in partnership with developing countries to promote development and reduce extreme poverty. It supports countries to reach the *Millennium Development Goals (MDGs)*, the international targets agreed by the United Nations to halve world poverty by 2015. DFID supports long-term programmes to tackle the causes of poverty with governments as well as charities, businesses and international bodies, including the World Bank, UN agencies and the European Commission.

DFID supports India's poorer states, for example Bihar, Madhya Pradesh, Orissa and West Bengal. DFID work with the state governments to help the poor in rural villages and urban slums earn an income and access health, education and



water and sanitation services. DFID has also established Trust Funds with key multilateral partners: the World Bank, the Asian Development Bank and UNICEF. It also works with international and local NGOs and the private sector, such as the Small Industries Development Bank of India (SIDBI).

10.4.5 Swedish International Development Agency (SIDA)

SIDA is a government agency of Sweden, providing technical assistance and funding throughout the world. SIDA channels its resources through NGOs, multilateral cooperation, and the EU, among others and is interested in promoting the idea of “international development cooperation”. Supporting over 2,000 projects in over 100 countries, SIDA seeks to create partnerships with companies, popular movements, organizations, universities, and government agencies for its development projects. SIDA’s geographic focus is on countries in Africa, Asia, South America, and Central and Eastern Europe.

India has been a recipient of Swedish bilateral development assistance since 1964. The Shiksha Karmi Project (SKP) is being implemented since 1987, with assistance from the Swedish International Development Cooperation Agency (SIDA). The project aims at universalization and qualitative improvement of primary education in the remote and socio-economically backward villages of Rajasthan, with primary focus on girls.

10.5 WORLD EDUCATION FORUM, DAKAR, SENEGAL 2000

The representatives from 155 countries and 150 organizations pledged to provide education for all by the year 2000 at the world conference on education for all. Their intention was that children, youth and adults would “benefit from educational opportunities designed to meet their basic learning needs”. The World Declaration on Education for all thus defined a bold new direction in education. As its covered to the needs, culture and circumstances of learners. The decision to review progress a decade later was taken in Jomtien noted that considerable progress had been made. The report of UNESCO of the international commission on Education for the twenty First century promoted a view of education consisting four “pillars”:

- learning to know
- learning to do
- learning to be
- learning to live together

The meeting in Dakar, the participant committed themselves to the achievement of education for all (EFA) goals and targets for every citizen and for every society.



EFA Goals

- i. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ii. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- iii. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- iv. achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- v. eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- vi. improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The world education forum aims to

- i. mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;
- ii. promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies;
- iii. meet the needs of education systems affected by conflict, national calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict;
- iv. implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;
- v. implement as a matter of urgency education programmes and actions to combat the HIV/AIDS;
- vi. enhance the status, morale and professionalism of teachers;
- vii. harness new information and communication technologies to help achieve EFA goals;
- viii. systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and



There is already evidence from many countries of what can be achieved through strong national strategies supported by effective development cooperation. Progress under these strategies could - and must - be accelerated through increased international support. The countries with less developed strategies must be given the support they need to achieve more rapid progress towards education for all. The participant countries will strengthen accountable international and regional mechanisms to give clear expression to these commitments and to ensure that the Dakar Framework for Action is on the agenda of every international and regional organization, every national legislature and every local decision-making forum. The EFA 2000 Assessment highlights that the challenge of education for all is greatest in sub-Saharan Africa, in South Asia, and in the least developed countries. Implementation of the preceding goals and strategies will require national, regional and international mechanisms to be galvanized immediately.

The core of EFA activity lies at the country level. National EFA Forums will be strengthened or established to support the achievement of EFA. For those countries with significant challenges, such as complex crises or natural disasters, special technical support will be provided by the international community.

ACTIVITY -1

Select and write the most appropriate answer from the given alternatives-

1. a) Participants of Jomtien Conference reaffirmed the right of:-
 - i gender Equality
 - ii education of adult
 - iii to every citizen
 - iv education HIV / AIDS affected child
- b) What are the five basic principles of Jomtien Conference?
- c) State in brief the major goals of Jomtien Conference.
2. E – 9 countries means:-
 - a) Electronic countries
 - b) Economical advance countries
 - c) High population countries
 - d) Economical backward countries
3. Attempt the following questions:-
 - 1) What are the achievements in E – 9 countries after Jomtien Conference?
 - 2) Describe in brief about Elementary Education in South Asian Region.



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ACTIVITY -2

Organize panel discussion for your colleagues involving some experts on the subject elementary education initiatives in developing and developed countries.

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10.6 LET US SUM UP

- No country has succeeded without educating its people.
- Education is a key to sustaining growth and reducing poverty.
- Basic education is the foundation of lifelong learning. And lifelong learning is the key to education in the 21st century; it breaks with conventional categories related to age or educational levels; it transcends the conventional distinctions between formal, non-formal and informal, in-school and out-of-school education; and it goes beyond the difference between education work.

10.8 GLOSSARY /ABBREVIATIONS

- ADEA Association for the Development of Education in Africa
- AfDB African Development Bank
- CDF Comprehensive Development Framework
- CREMIS Caribbean Regional Educational Management Information System
- DFID Department for International Development
- ECCD Early childhood care and development
- EU European Union
- FRESH Focusing Resources on Effective School Health
- EFA Education for All
- HIPC Highly Indebted Poor Countries Initiative
- HIV Human Immunodeficiency Virus
- IBE UNESCO International Bureau of Education
- ICT Information and communication technologies



- IIEP UNESCO International Institute for Educational Planning
- NGO Non-governmental organization
- OIE Organization of Ibero-American States for Education, Science and Culture
- SIDA Swedish International Development Co-operation Agency
- UNAIDS Joint United Nations Programme on HIV/AIDS
- UNDAF United Nations Development Assistance Framework
- UN/DESA United Nations Department of Economic and Social Affairs
- UNDP United Nations Development Programme
- UNESCO United Nations Educational, Scientific and Cultural Organization
- UNFPA United Nations Population Fund
- UNGEI United Nations Girls' Education Initiative
- UNICEF United Nations International Children's Emergency Fund
- WGEFA Working Group on Education for All
- WHO World Health Organization

10.8 SUGGESTED READINGS & REFERENCES

Conference Documents and Papers

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- World Education Forum. Address by Koichiro Matsuura, Director General, UNESCO. www2.unesco.org/wef/en-news/coverage_speech_jihiro.shtm
- World Education Forum. James D. Wolfensohn, President, The World Bank. Presentation at the WEF. www2.unesco.org/wef/en-news/coverage_speech_wolfen.shtm
- World Education Forum. Renewed Hope: NGOs and Civil Society in Education for All. Executive Summary (Press Release) of the NGO Study by the Press and Information Office of the Dakar Meeting (= NGO Study). www2.unesco.org/wef/en-leadup/findings_ngo.shtm
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- Fifth International Conference on Adult Education (= CONFINTEA V), 14-18 July 1997, Hamburg, Germany. Declaration on Adult Learning. UNESCO Institute for Education, Hamburg 1997

Other Related Publications

- Bhola, H.S., Evaluating Literacy for Development. Projects, Programs and Campaigns. UNESCO Institute for Education, Hamburg; German Foundation for International Development, Bonn 1990
- Torres, Rosa María, One Decade of Education for All: The Challenge ahead. International Institute for Educational Planning (UNESCO/ IIEP), Buenos Aires 2000
- Publications on Dakar by/on the World Education Forum in the Internet under www2.unesco.org/wef

- Hard copies can be ordered from UNESCO -http://www.unicef.org/mdg/index_unicefsrole.htm
- For Elementary Education initiative at International level-<http://unesdoc.unesco.org/images/0012/001228/122850e.pdf>



Notes

10.9 UNIT-END EXERCISES

1. Discuss the goals of world Education Forum.
2. In your opinion what is the impact of Jomtien conference on UEE?
3. What is the role of UNESCO in UEE?
4. What type of the role World Bank, SIDA, DFID are playing in UEE?
5. Describe in brief the issues taken up in the World Education conference at Dakar (Senegal) held in 2000?



UNIT 8 PREPARING TEACHERS FOR ELEMENTARY EDUCATION

STRUCTURE

- 8.0. *Introduction*
- 8.1. *Learning Objectives*
- 8.2. *Pedagogical issues and concerns of the primary and upper primary sub-stage of elementary education*
- 8.3. *Thrusts of NCF- 2005 for school education at the elementary stage*
 - 8.3.1. *Main Features of the NCF 2005*
 - 8.3.2. *Pre-service Training of teachers*
 - 8.3.3. *In-service training of teachers*
 - 8.3.4. *Teacher training for special needs*
 - 8.3.5. *Curriculum for teacher education at elementary level*
 - 8.3.6. *Institutional Infrastructure for training*
 - 8.3.7. *Recruitment of teachers*
- 8.4. *Salient aspects of national curriculum framework for teacher education (ncfte), 2009-10 for elementary teachers.*
 - Stage 1: Teacher Education for Primary Stage (Class I to V)***
 - 8.4.1. *Rationale*
 - 8.4.2. *Course Content*
 - 8.4.3. *Training*
 - 8.4.4. *Transacting Curriculum*
 - 8.4.5. *The role of teacher educators*
 - 8.4.6. *Evaluation*
 - 8.4.7. *Tools for Evaluation*
 - Stage 2: Teacher Education for Elementary Stage (Class I to VIII)***
 - 8.4.8. *Rationale*
 - 8.4.9. *Course Content*
 - 8.4.10. *Training*
 - 8.4.11. *Transacting Curriculum*



- 8.4.12. *The role of teacher educators*
- 8.4.13. *Evaluation*
- 8.4.14. *Tools for Evaluation*
- 8.5. *Models of Elementary Teacher Education, Including Integrated Models*
 - 8.5.1. *Current Status of Elementary Teacher Education*
 - 8.5.2. *Upgrading Elementary Teacher Education*
 - 8.5.3. *Need for new Models*
 - 8.5.4. *The new initiatives*
- 8.6. *Teacher as a Reflective Practitioner*
 - 8.6.1. *Meaning of Reflective Practice*
 - 8.6.2. *What Educationists say about Reflection*
 - 8.6.3. *The Origin of Reflective Practice*
 - 8.6.4. *Reflection: experience with feelings*
 - 8.6.5. *Modern Concept of Reflective Practice*
 - 8.6.6. *Zeichner and Liston's Model of Reflective Teaching*
 - 8.6.7. *Methods of Reflection*
- 8.7 *Let Us Sum Up*
- 8.8 *Glossary/Abbreviations*
- 8.9 *Model Answers to Check Your Progress*
- 8.10 *Suggested Readings &References*
- 8.11 *Unit-End Exercises*

8.0 INTRODUCTION

In the previous block you have learned about the education system in India and the various institutions involved in providing education at different levels. You have also studied about 'education as a fundamental right'. The Right to Education Act originates from the constitutional provision of providing free and compulsory education to all children up to 14 years of age. This includes both the primary and upper primary classes, from class I to class VIII, which comes under the broader term of elementary education. Think about the implications of the universalization of elementary education for teacher education at elementary level.

In this unit we will study the background of the teacher education program. What are the considerations of having such program? How will you as an individual, help in achieving the national goal of preparing quality teachers for elementary education?



8.1 LEARNING OBJECTIVES

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

- identify the Pedagogical issues and concerns of the primary and upper primary sub-stage of elementary education;
- give reasons for the thrust areas in NCF 2005 with respect to elementary education
- correlate the issues and the thrust areas;
- explain salient aspects of NCFTE 2009-10 with respect to elementary teacher education;
- justify the need for having different models;
- analyze the various concepts related to reflective practice;
- decide your course of action to become a reflective practitioner;

8.2 PEDAGOGICAL ISSUES AND CONCERNS OF THE PRIMARY AND UPPER PRIMARY SUB-STAGE OF ELEMENTARY EDUCATION

Disadvantages in education arise from inequalities of gender, caste, language, culture, religion or disabilities. They need to be addressed directly, not only through policies and schemes but also through the design and selection of learning tasks and pedagogic practices, from early childhood, particularly at elementary education.

UEE makes us aware of the need to broaden the scope of the curriculum to include the rich inheritance of different cultures and the diversity. The development of self-esteem and ethics, and the need to cultivate children's creativity, are of primary importance.

The following are some of the issues and concerns which need serious consideration and need to be addressed in preparing teacher education programme at elementary level.

- **Curriculum design:** In the present context, there are new developments and concerns to which our curriculum must respond. The foremost among these is the importance of including and retaining all children in school through a program that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn. Curriculum must reflect the commitment to Universal Elementary Education (UEE), not only in representing cultural diversity, but also by ensuring that children from different social and economic backgrounds with variations in physical,



psychological and intellectual characteristics are able to learn and achieve success at elementary level.

- **Systemic reforms:** The education system in our country mainly encourages the individuals who memorize the textbook material and answer accordingly rather than the individuals who answer creatively. This approach lacks educational depth. Basically, it tests how much the student has mugged the given material. The society also encourages them who score the most, in examinations rather than the one who applies his learning in day to day activities. Various other factors which lead to all round development of an individual; personal, social, emotional are barely taken into account in the grading scheme. It is precisely these factors that would determine the effectiveness of an individual in life.. Education needs to focus on the values and principles that are at the core of the success of a student in his career, as well as, in life.
- **Panchayati Raj Institutions (PRIs)** offer an opportunity to make the system less bureaucratic, teachers more accountable, and the schools more autonomous and responsive to the needs of children. Decentralization and emphasizing the role of PRIs as systemic reform may accentuate local physical conditions, local life and local environment. Children acquire various skills naturally, while growing up in their environment. They also observe life and the world around them. When they bring their questions and queries to the teacher it will enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principles of moving from “known to the unknown”, from “concrete to abstract”, and from “local to global”.
- **Critical pedagogy:** Critical pedagogy considers how education can provide individuals with the tools to better themselves and strengthen democracy, to create a more egalitarian and just society, and thus to deploy education in a process of progressive social change. It is an educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action. Critical pedagogy includes relationships between teaching and learning. It is a continuous process of unlearning, learning and relearning, reflection and evaluation, and the impact of these actions on the students.
- **Curricular Concerns**
 - **Protection of environment:** The emergence of new technological choices and living styles during the last century has led to environmental degradation and vast gaps between the advantaged and the disadvantaged. It is our duty to nurture and preserve the environment. The need to create awareness of environmental concerns by integrating it in the educational process at



all stages of education and for all sections of society was one of the important core elements in NPE 1986. However making students sensitive to the environment and the need for its protection is still a major concern. A conscious effort is required to connect the learning in school to life outside the school.

- **Peace Education:** We live in an age of unprecedented violence; local, regional, national and global. A disturbed natural and psycho-social environment often leads to stress in human relations, triggering intolerance and conflict. Sound development of an individual's personality can take place only in an ethos marked by peace. Education should empower individuals to choose peace as a way of life and enable them to become managers rather than passive spectators of conflict.
- **Democracy as a way of life:** The Constitution of India guarantees justice, equality and Liberty to all citizens. Democracy requires as well as creates a kind of citizen who pursues one's own autonomy and respects others' right to do so. Education should function as an instrument of social transformation and an egalitarian social order; to inculcate among children respect for all people regardless of their religious beliefs. To strengthen our cultural heritage and national identity, the curriculum should enable the students to reinterpret and re-evaluate the past with reference to new priorities and emerging outlooks of a changing societal context. Education should create citizens conscious of the rights and duties, and committed to the principles embodied in our Constitution.
- **Pedagogical considerations**
 - The pedagogical component has received a weightage of 80 per cent in the curriculum. The curriculum lays a great deal of emphasis on teaching through child-centred, activity-based and cooperative learning approaches. Enriching the trainee's knowledge of the content of school subjects is also an important objective of the curriculum
 - Quality in education includes a concern for quality of life in all its dimensions. Protection of the environment, concern for peace, democratic citizenship and a predisposition towards social change are the core components of quality. The representation of knowledge in textbooks and other materials needs to be viewed from the larger perspective of the challenges facing humanity and the nation today. No subject in the school curriculum can stay aloof from these larger concerns, and therefore the selection of knowledge proposed to be included in each subject area requires careful examination in terms of socio-economic and cultural conditions and goals.



Notes

ACTIVITY -1

Look at the following pictures. If you were the teacher in this picture what would have been your reaction?

Change the teacher's talk in the call out as per your idea.

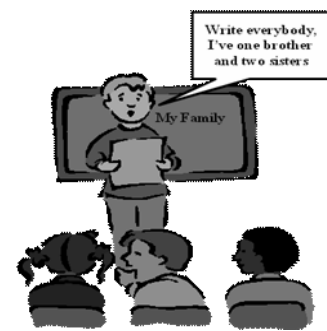
Picture 1

Picture 2

Picture 1



Picture 2



To summarize, the following points are of concern which requires planning and implementation:

- connecting classroom knowledge to the experiences of children;
- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote memorization,
- enriching the curriculum to provide for overall development of children rather than remaining textbook centric,
- making examinations more flexible and integrated into classroom life,
- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country,
- using knowledge and skills of children from underprivileged sections of society to gain a definite edge and respect among their peers from privileged sections.



8.3 THRUSTS OF NCF, 2005 FOR SCHOOL EDUCATION AT THE ELEMENTARY STAGE

The **National Curriculum Framework (NCF 2005)** provides the framework for making syllabi, textbooks and teaching practices within the school education program in India. This document is based on earlier government reports on education as ‘Learning without Burden’, National Policy of Education 1986-1992 and focus group discussions. The approach and recommendations of NCF 2005 are for the entire educational system.

8.3.1 Main Features of the NCF 2005

The document is divided into 5 areas:

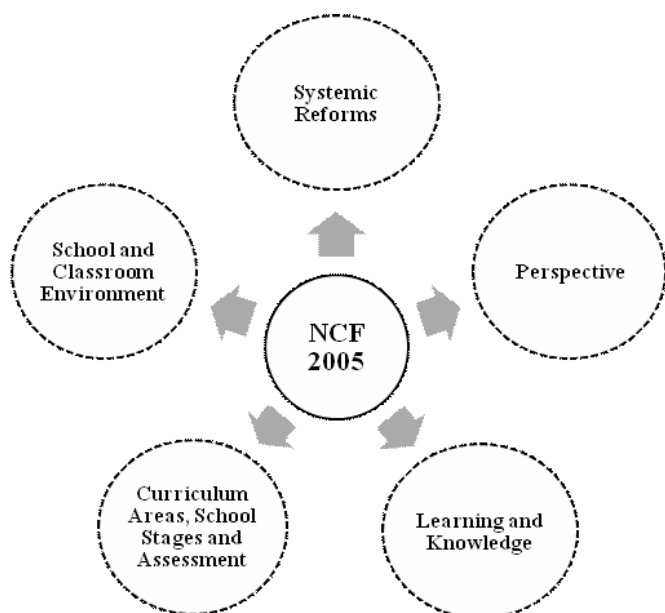


Figure 8.1

For UEE, Indian Parliament has passed a legislation namely “Right To Education” Act, 2009, making free and compulsory education a Right of every child in the age group 6-14 years which has come into force from 1st April, 2010. You are made familiar with this important constitutional provision in the earlier units.

The new thrust in elementary education emphasizes i) universal access and enrolment ii) universal retention of children up to 14 years of age and iii) a substantial improvement in the quality of education to enable all children to achieve essential levels of learning.



As a teacher of the elementary school, you should be aware of the basic questions addressed in NCF 2005. They are:

1. What educational purposes should the schools seek to achieve?
2. What educational experiences can be provided that are likely to achieve these purposes?
3. How can these educational experiences be meaningfully organized?
4. How do we ensure that these educational purposes are indeed being accomplished?

The provisions made therein and which have a direct relevance to you as a teacher of elementary education are described below

Training of Teachers

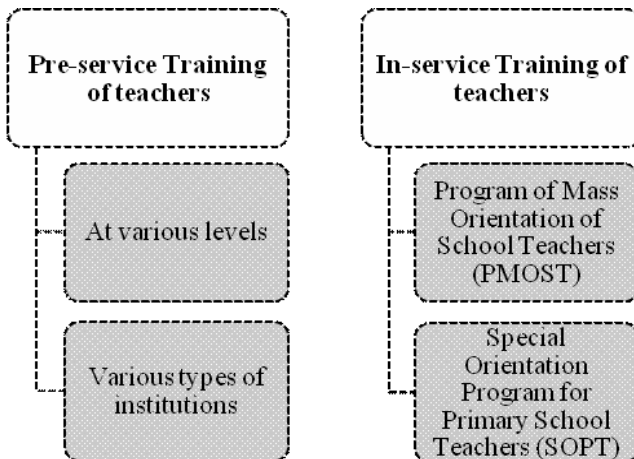


Figure 8.2

8.3.2 Pre-Service Training of Teachers

- The professional skills of teachers in all categories of institutions except the unrecognized ones are determined by the regulations of the state education departments and examining bodies. The level of professional skill required is fixed in terms of academic and professional qualifications which are taken into consideration for granting recognition and affiliation. Therefore, institutions of various types, set up in the public and private sectors, adhere to the norms prescribed by the state.
- Initial training of teachers (pre-service teacher training) is organized at the following three levels, i.e., pre-school teacher education, elementary teacher education, and secondary teacher education.



- Elementary teacher education is organized to train teachers mainly to teach primary classes from I to 5. The minimum qualification for admission into the elementary teacher education program is either 10 or 12 years of schooling. Recently, most states have prescribed 12 years schooling as the minimum requirement though some states still have the entry qualification as secondary school examination. The program duration in the majority of states is two years, while in others it is one year. Elementary teacher training institutions are of three types- government, private aided and private unaided. Recently, DIETs have been set up in all the states. An important feature of the DIETs is that besides providing pre-service teacher education, they also provide in-service education to teachers.

8.3.3 In Service Training of Teachers

In the context of the NPE 1986, the Government of India formulated a national scheme of in-service training of teachers to reach out to elementary school teachers. Some of the programs organized are as follows:

- **Program of Mass Orientation of School Teachers (PMOST):** The objectives of this scheme were to sensitize teachers to the emerging concerns in education, UEE, use of learner-center approach, action research, the emerging role and responsibilities of teachers, enrichment of their knowledge in curricular areas, and other thrust areas enlisted in the NPE. This was a 10 days program in operation from 1986-90 covering about 1.8 million teachers implemented by the NCERT in collaboration with the SCERTs in different states. Films relating to various modules constituting the training print package were telecast on the national network for the benefit of teachers in different parts of the country. Each viewing session was preceded and followed by discussion. A participatory, interactive approach was followed in the training.
- **A Special Orientation Program for Primary School Teachers (SOPT)** was launched from the year 1993-94 to improve the quality of primary/ elementary education as part of the strategy to achieve UEE. The main focus of this program was implementing the MLLs identified for the primary stage, training in the use of Operation Blackboard materials provided to primary-school teachers, supported by media and encouraging teachers to adopt a child- centered approach to teaching. It envisaged covering 0.45 million teachers every year.

8.3.4 Teacher Training for Special Needs

To look after children with special needs, a provision has been made by the NCERT to orient all teachers and education officers by incorporating a component on special needs in all major in-service training programs. The emphasis is on



preparing general teachers and also moving towards the organization of primary schools as inclusive schools focusing on meeting individual needs in the classroom. Teachers receiving this training are supported by multi- category trained teachers who were, provided training by 4 RIEs of the NCERT. Teachers absorbed into special schools, mostly single disability schools or those with multiple disabilities such as spastics, cerebral palsy, etc., are trained under the guidance of the National Institutes for the Handicapped as well as some non-governmental organizations with courses accredited by the Rehabilitation Council of India. A number of universities have also started offering B.Ed., and M.Ed., courses in special education.

8.3.5 Curriculum for Teacher Education at Elementary Level

- The primary teacher, specially, in the first three grades is expected to teach mainly literacy, numeracy and life skills. Besides these, the teacher is required to have knowledge of the process of a child's growth, development and learning.
- The curriculum for primary teacher education is developed by state governments/State Boards of Teacher Education and is reviewed from time to time.
- The NCERT has developed model curricula for elementary education. State governments and universities may adopt/ adapt this in their teacher education program. The NCERT revises these curricula from time to time. We will study the recent curriculum framework suggested by NCERT in the next sub-unit.

8.3.6 Institutional Infrastructure for Training

The infrastructure for in-service training of teachers exists at the central, state, regional, district and sub-district levels. You have learned about them in the unit 4 of this course.

At the national level, there are the NCERT, the NUEPA, the Central Institute of English and Foreign Languages (CIEFL), Hyderabad, and the Central Institute of Indian Languages (CIIL), Mysore. At the regional level, there are Regional Institutes of Education located in the four regions of the country-Northern, Western, Eastern and Southern. One Regional Institute has been set up recently at Shillong for the states in the northeastern part of India. At the state level, there are the SCERTs, State Institute of Education (SIE), State Institute of Science Education, IASE, CTEs, and SIETs. Districts have DIETs and In-service Training Institutes. DIETs cater to the in-service education of teachers working at primary and upper primary level. Recently, in-service training centers have been set up at sub-district level, i.e. block and cluster level. To begin with, these centers are being established in the districts covered under the DPEP.



8.3.7 Recruitment of Teachers

Different states follow different recruitment procedures. In some states, the recruitment is made on the basis of the candidates' performance in a competitive examination, whereas, in some other states, recruitment is made on the basis of the academic and professional background of the candidate. The merit of each candidate is determined on the basis of his/her score in the examinations he/she has passed in addition to previous teaching experience, if any. In some other states, a combination of the two procedures, i.e., performance in a competitive examination and merit determined on the basis of academic credentials is adopted; some weightage is given to the performance of candidates in an oral examination held through interviewing the candidates.

8.4. SALIENT ASPECTS OF NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (NCFTE), 2009-10 FOR ELEMENTARY TEACHERS

Teacher education and school education have a mutual relationship. Each affects the other. Good teacher education will result in producing good teachers. These teachers will deliver good education to school students overhauling quality education in school. Hence the qualitative improvement of the complete range of education depends upon revamping the Teacher Education in tune with the emerging concerns and imperatives of the fast changing canvas of education both nationally and globally.

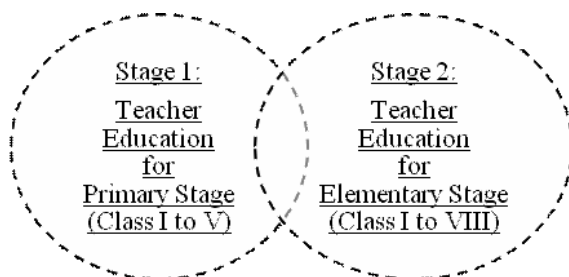


Figure 8.3

This framework for different stages is described below:

Stage 1: Teacher Education for Primary Stage (Class I to V):

8.4.1. Rationale

The teacher needs to be empowered through training inputs to gain greater insights into the complexities of the society and the historical perspective of the



developmental process. As you are aware, the teacher profile is changing particularly from teaching to facilitator of learning, so a flexible framework for elementary education with ample scope for adaptation to local environment is suggested by NCFTE.

8.4.2. Course Content

- The course on Emerging Indian Society mentioned in NCFTE takes into account the thrusts identified in NCF 2005, rights of children, human rights education, values and their broad features, perspectives of educational, social, economic and political development in the country, significant landmarks in the process of development in various fields including science and technology, etc. with a purpose of making the teacher aware of the contextual realities in which s/he has to work.
- The Courses on Psychology of Teaching and Learning, Health and Physical Education, Education of Children with Special Needs are for the necessary theoretical component for understanding the learner, community and the society, the internal and external forces impinging upon the school and the internal and external variables operating upon the learner.
- School Organization and Pedagogical Analysis of primary school subjects are essential as they provide a sound base to function as a teacher.

8.4.3. Training

- Integration of the theory and practice in the training program establishes meaningful and interactive bonds between them.
- Correlation within the curricular areas of learning and external environment is established.
- Teachers need to tackle many problems in their profession. Action Research is included in the training to improve the way, through which the teachers address issues and solve their problems.

The NCFTE proposes that the states can include additional areas for making the course content relevant and region specific.

8.4.4. Transacting Curriculum

The three components of curriculum transaction; Theory, Pedagogy and Practicum, need to be integrated thoughtfully. You know that overall goal of the training program is to create the committed, reflective and effective teacher. How the above three components are dealt with is described below:

- **Theory:** The emphasis is on interactive, participative and activity-oriented approach using lecture-discussion, seminars, media supported teaching,



tutorials, self-study and practical activities. Knowledge of content is given due importance during the course of training.

- **Pedagogy:** Pedagogy is about how you teach. It is a science of effective teaching which deals with integrating content and appropriate method of teaching. Pedagogical analysis of school subjects is an essential component of practice teaching. Pedagogical analysis helps a student teacher to become conversant with the objectives, classroom management and evaluation strategies.

It is expected that a thoughtful integration of mastery of content, the insight gained through pedagogical analysis and the foundation courses will be employed for classroom instruction.

- **Practicum:** Practical work is an essential component for internalizing the theoretical concepts. Thus, it will have to be planned on each aspect of theoretical inputs. In addition, practical activities centering on different school experiences, work education, school-community interaction, action research projects and other educational activities directed towards development of personality of students will also be undertaken by prospective teachers.



ACTIVITY -2

Suggest three novel ideas for curriculum transaction for each of the following:

- Theory.....
.....
.....
- Pedagogy.....
.....
.....
- Practicum.....
.....
.....

8.4.5 The Role of Teacher Educators

The role of teacher educators in curriculum transaction at this level becomes challenging as they need continuous planning, analyzing, monitoring and



evaluating throughout the course. This necessitates the involvement of teacher educators more vigorously than now.

8.4.6 Evaluation

You are already aware that the purpose of evaluation is to determine the achievement of the desired objectives. Evaluation helps in determining the effectiveness of any program in meeting the objectives. The evaluation system should take into account the intended outcomes of the training program, in relation to Theory, Practice Teaching and Practicum. Naturally it should take place throughout each phase of the process (CCE) and not only as a last step, so evaluation of each of these aspects needs to be carefully planned. Hence, there is an increasingly felt need to introduce internal continuous and comprehensive evaluation system replacing external examinations. This has already been introduced as a part of the evaluation system along with external examination though total replacement of external system by CCE is not considered as possible by many.

8.4.7 Tools for Evaluation

Depending upon the objectives of each of the aspects appropriate assessment tools need to be selected or designed; such as,

- Paper-pencil tests comprising objective-based questions-A balanced combination of essay type, short answer type and objective type questions,
- Oral examinations,
- Performance such as practice teaching, participation in various activities measured through check-lists, rating scales, and observation schedules etc.

Evaluation can be internal, external or a judicious combination of both and assigning grades instead of marks is a professionally sound step as it minimizes categorization of students on the basis of marks eliminating unhealthy competition among learners. It also reduces societal pressures leading to a stress free learning environment.



ACTIVITY -3

You have already read the above content. Frame 3 questions, each on what you have read. Begin the question with what, why and how that can be answered in at least 200 words.

- What
- ①
 - ②
 - ③



Notes

Why	①
	②
	③
How	①
	②
	③

Stage 2: Teacher Education for Elementary Stage (Class I to VIII):

8.4.8 Rationale

The Right to Education Act has evolved from the constitutional commitment of providing compulsory education till age 14. This age range covers a gradual transition from concrete operational stage of development to abstract reasoning process. This demands transition of the teaching and learning processes and a gradual change in teaching-learning strategies from one stage to another matching with the maturity of learners.

8.4.9 Course Content

- The course on Education Emerging Indian Society will enable the prospective teachers to understand the demands that society expects education to fulfill. At this stage a course on ‘Elementary Education in India - status, problems and issues’ is proposed which will promote the capacity to examine if these expectations can really be met.
- The course on Psychology of Teaching and Learning will enable you to learn how to formulate your teaching strategies to promote learning among your students.
- Health and Physical Education will enable you to plan exercises for development of sound. These will also be helpful to deal with children with special needs.
- The course on counseling and guidance will enable you to help children when they are confronted with problem of any kind.

8.4.10 Training

The prospective teachers are to be prepared as to enable them to perform successfully in the pre-instructional, instructional and post-instructional phases of teaching. For this the following capacities/abilities need to be developed



- Action Research will develop your capacity of problem solving
- The pedagogical analysis will provide an understanding of the complexity involved in the teaching of the subjects at the elementary level. This will enable you to plan the educational strategies. A critical observation of model lessons and practice teaching in the actual class room situation will result in preparing you an effective and competent teacher.
- Internship in a school will offer varied experiences needed for working in a school. They will internalize educational value of the work and experience the dignity of manual work.
- The school community interaction would not only promote the interactive support between both but also enable you to evolve suitable pedagogy for children. The organization of education activities will develop the capacity for planning and undertaking such activities as are essential for the development of personality of the student. The theoretical and practical courses suggested in this frame are capable of preparing a competent elementary school teacher.

8.4.11 Transacting Curriculum

Theory: Several well-designed approaches like lecture-discussion, cooperative study, practical and demonstration techniques, self-study as well as projects are needed to be adopted. The teachers should combine different strategies and instructional materials, use supportive media, plan more of hands on experiences, organize field trips and visits etc. Due attention is to be given to children with special needs. The curriculum transaction will have to be adjusted with the needs of students and locally available resources.

Pedagogy: During the process of teaching and learning, the existing transactional strategies marginally promote the capacity for independent study, self-discovery and self-study. They rarely seek prospective teachers' participation and remain mostly a one way communication. Even the cooperative learning approach is taught through lecture. Hence you are not able to practice the learner centred approaches. The above strategies will help the prospective teacher to practice them for their own students because they get a first hand demonstration of their use.

Practice teaching, the weakest link of teacher education, possesses the potentiality of converting itself into a strong component if properly organized. The process of curriculum transaction needs improvement and enrichment. Pedagogical analysis of teaching subjects is sure to refine teaching and learning as it will transform the teachers' performance and develop competencies not covered by the method-cum-content approach. With the background of pedagogical analysis and model and demonstration lessons given by the teacher educator, the class



room performance is sure to improve if it is supervised in detail by the subject specialist.

Practicum: Work education is an important component of practical work and its potentiality has to be utilized by teacher education for developing certain qualities of character. The mutually supported school and community interaction helps the teachers to evolve suitable teaching strategies.

The teachers will be required to organize educational activities in school. They have to learn to plan and organize such activities as are essential to provide opportunities for self-expression and lead to development of personality of students. They have to be trained for utilizing supplementary materials essential for promoting and accelerating learning among students.

8.4.12 The Role of Teacher Educators

The teacher educators will be facilitating physical, social, emotional and aesthetic development of the prospective teachers. Their creative and constructive potentialities need to be fostered. Practical activities will help to achieve these aims. It is, therefore, necessary to organize these activities on continuing basis. The influence of teachers' personality and behaviour has lasting impact on students. In the selection and adoption of transactional strategies the teacher educator has to ensure that teaching becomes participatory, cooperative, activity-centred and joyful so that the prospective teachers can also bring about similar modifications in their teaching-learning practices.

Teacher education has to inculcate professional commitment, develop competencies and make teacher reflective to deal with specific situations.

8.4.13 Evaluation

At this stage, evaluation has to be continuous, formative and comprehensive to bring improvement in teaching learning process. Systematic evaluation will enable a teacher to select proper teaching strategies and effect suitable changes in the curriculum process.

The evaluation of the pupil teachers at the elementary stage will not differ much from that of primary stage and the same principles and similar practices which have been adopted at the primary level may be utilized at this stage.

8.4.14 Tools for Evaluation

The success or failure of the curriculum transaction is ascertained by evaluation done by means of valid and reliable tools which you are already familiar with.



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ACTIVITY -4

Compare the two stages of elementary teacher education on at least 5 points.

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8.5 MODELS OF ELEMENTARY TEACHER EDUCATION, INCLUDING INTEGRATED MODELS

The Education Commission (1964-66) stated that “New courses required to meet special needs should also be developed” (Kothari 1966, Art. 4.26, P. 136). Effective teacher training programmes should promote a culture of innovations and new ideas which can be practiced effectively as per the need and requirement. Training teachers is a complex issue.

There are three distinct possibilities of designing courses in teacher education for elementary stage, which are depicted below in Fig.8.4

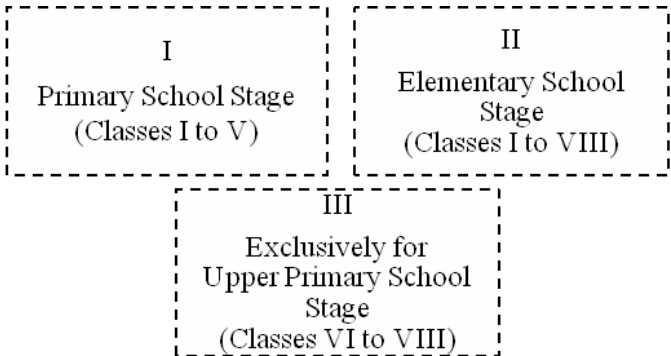


Figure 8.4

Considering the requirement of UEE the National Curriculum Framework for Teacher Education (NCFTE), 2009-10 recommends separate courses for primary and elementary level (which we have studied in the previous subunit in details) rather than separate course for class VI to VIII as the upper primary schools are comparatively less in number (about 1.76 lakhs) than the primary schools (about 5.98 lakh)*.



*Source: Selected Educational Statistics, 1996-97 retrieved from <http://www.ncte-india.org/pub/curr/curr.htm#26> on 17th August 2011.

8.5.1 Current Status of Elementary Teacher Education

Diploma in Elementary Education (D.El.Ed.)

This Diploma is designed for students who have completed twelve years of school and are desirous to teach in Elementary school. The duration of the course is two academic sessions with an additional six months period of internship. The curriculum comprises of three components:

1. Theory: Comprising of nine papers for D. El. Ed. first year and eight papers for D. El. Ed. second year including related practical work for each paper.
2. Practical: This includes activities such as Microteaching, Practice Teaching, Social Service, Music, Arts and Physical education.
3. Internship: It is useful to enhance the various teaching skills and practicing appropriate methods of six month duration.

8.5.2 Upgrading Elementary Teacher Education

Education as an area of interdisciplinary knowledge is not merely an application of a few core disciplines, but a praxis and a context where theories and practical wisdom are generated continuously. The secondary teacher education institutions developed in due course into university departments of education and thus elementary teacher education and early childhood education remained neglected as distinct areas of knowledge with their own distinct concerns, concepts and methodological perspectives.

On the basis of NCF 2005 the contents of Pre-service training for a primary school teacher, must emerge from the roles and functions of primary school teacher and should have the potential to prepare the trainees to handle effectively the curriculum of primary classes.

D. Ed. course is undergoing lots of changes, keeping in tune with the changing times and evolving perception about its role and significance in school system. This is particularly relevant with the current initiatives like NCF 2005, RTE-2009, Human Rights and Child Rights, Fundamental Duties, Multiple Intelligence, Participatory Learning and so on. Incorporating the new themes which are well suited with the current scenario necessitates participatory curriculum planning involving all stakeholders. Modular approach, skill learning and practice, a professional approach to training strategies and development of materials, and application of relevant technological, curricular and organizational alternatives, are called for in teacher education processes.

Keeping in view the role of the elementary teacher, the curriculum comprises different types of course contents,

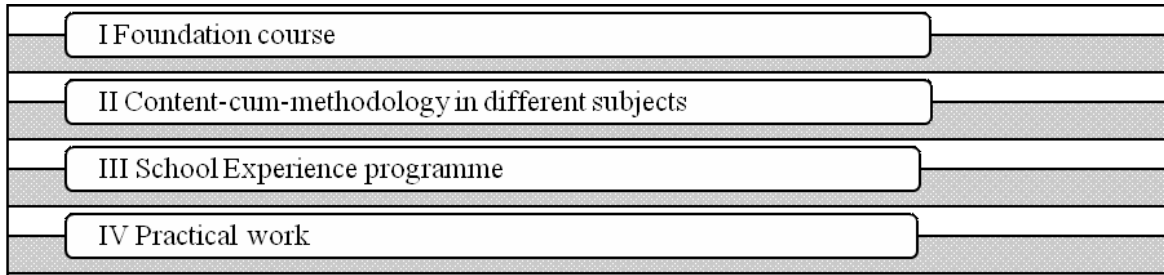


Figure 8.5

Education is closely linked with many disciplines. In fact, its basic concepts have roots in other disciplines like Philosophy, Psychology and Sociology. To understand different processes of education, understanding of these disciplines, specially their implementations in education is of vital importance. The major functions of these courses are to enable the prospective teachers, to develop insight into priorities and problems of teaching-learning processes. It is presumed that concepts incorporated in these courses will equip you to organize teaching learning processes in the classrooms in right perspective.

These latest initiatives taken for making D.El.Ed. course are more meaningful, relevant and excellence oriented. This will indeed go a long way in improving the quality of school education.

8.5.3 Need for New Models

Since elementary education became a fundamental human right, initial primary teacher education has a special significance. Many of the students may leave the education system afterwards for various reasons but they have to contribute to the national development as productive and conscientious citizens and therefore it has a crucial significance to individual as well as national development.

The +2 entry level does not even equip prospective teachers with the basic knowledge of subjects to teach at the elementary level, particularly classes 3 to 8. Neither does the short duration of the course equip them with the necessary pedagogic knowledge for facilitating the learning of children, understanding their psycho-social and learning needs.

The earlier curriculum frameworks provide guidelines that are too general and do not address the stage-specific training needs of elementary teachers. The Curriculum Framework (1998) was indeed a welcome exception. It may be the first to have provided stage-specific guidelines. The establishment of DIETs has been the most important development in bringing the issue of elementary teacher education to the national stage.

You have already studied about *The Curriculum Framework for Quality Teacher Education* (1998) and *Approach Paper for Elementary Teacher Education*



Curriculum Renewal in 2003 by the NCTE that address these issues in greater detail.

The need for specially qualified teacher educators in elementary education is not recognized till recently. It has been taken for granted that the existing arrangements for teacher preparation at different stages would do as well for teacher educators too, B. Ed. for elementary teacher educator and M. Ed. for secondary teacher educator. At present, elementary teacher educators upgrade their professional qualifications by pursuing M. Ed. The training of elementary teacher educators is also done by the M. Ed. faculty. In most of the states the present M. Ed. cannot meet the requirements of elementary teacher training as it is based on only secondary education requirements. Other than the activity of teaching children in elementary school, all other functions are performed by people who are trained for secondary level due to lack of appropriately trained personnel in elementary education.

Thus you know that there is a grave need to upgrade initial teacher education by enhancing the entry qualification and duration of training.

8.5.4 The New Initiatives

- **Innovative Courses to suit to Changing Needs**

Many of the educationists think that the initial teacher education programme should be made equivalent to a degree programme and there is a need to allocate the management and control of elementary teacher education to a professional body of university faculty status.

- Jamia Millia Islamia have started a few innovative courses; particularly M. Ed. in Elementary Education.
- TISS also is also conducting M.Ed. program in Elementary Education at Mumbai.

- **One Year B. Ed. Courses for Elementary School Teaching for Graduates**

A one year B. Ed. (Elementary) course can be made equivalent to two year Diploma course for elementary school teaching to encourage upgrading of elementary school teacher training to higher education level.

- **The Bachelor of Elementary Education (B. El. Ed.) program of the University of Delhi - a 4 year integrated professional degree programme**

The Bachelor of Elementary Education (B. El. Ed.) programme is a four-year integrated professional degree programme of Elementary Teacher Education offered after the senior secondary (class XII) stage of school.



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This is a bilingual programme, conceptualized by the Maulana Azad Centre for Elementary and Social Education (MACESE) of the Department of Education, University of Delhi. Launched in the academic year 1994-95, the programme is an attempt towards fulfilling the need for professionally qualified elementary school teachers. B. El. Ed. is designed to integrate the study of subject knowledge; human development; pedagogical knowledge and communication skills.

Through the B. El. Ed. programme, concerns of elementary education have been integrated into the University system with Delhi University taking the lead. It has also upgraded the professional status of the elementary school teacher by providing for a University degree for elementary education.

At present, the programme is being offered in eight women colleges of the University of Delhi. Over 3000 students have already graduated from these colleges since 1998. A good number of them have been placed in government and private schools as professionally qualified elementary school teachers. Others are pursuing post-graduate studies and research in disciplines like education, linguistics, psychology, languages, history, social work, sociology, mathematics and political science. Many graduates of this course are pursuing research in educational studies in Central Universities; Some of them are working as teacher educators.

The B. El. Ed. programme aims to produce graduates of high caliber in the field of teacher education. A lot of effort is spent in the training of students and giving them a supportive and stimulating environment. Both professional and academic options are available to the students who graduate with a B. El. Ed. Degree as follows:

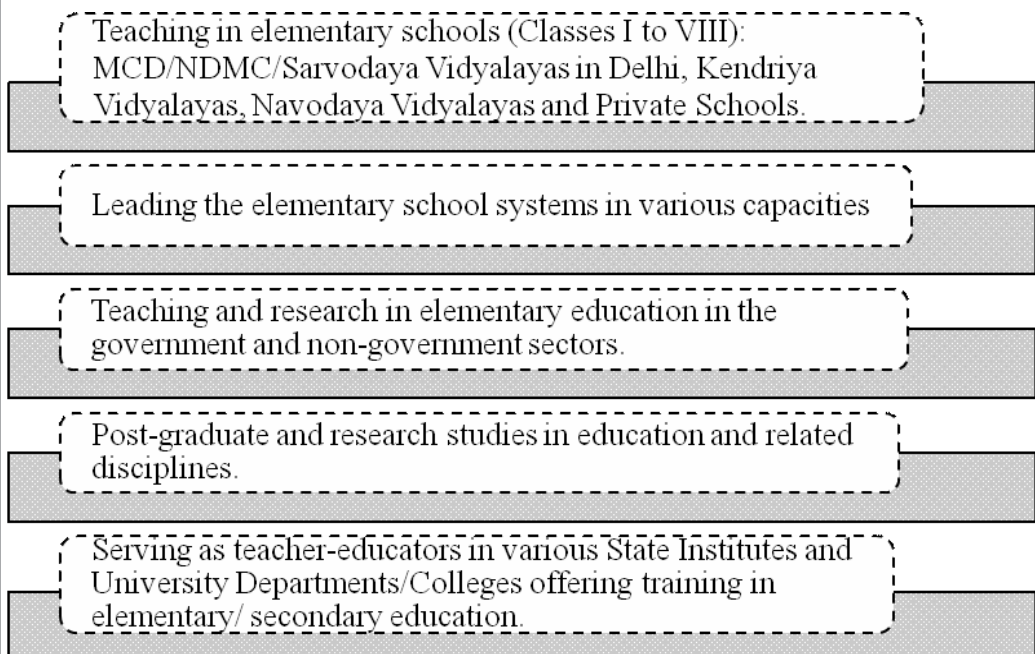


Figure 8.6



Bridge courses to switch over from one stage to another

- A programme is being provided by the government of Uttar Pradesh to make B. Ed. passed candidates eligible for primary school teaching job through their participation in special BTC programme of 6 month duration.

A transition to the new models will need to be completed within a definite time frame – say five years – keeping in mind the time required for preparation of teacher educators as well.

However, the present two year D.Ed. model after twelve years of schooling may continue making it as meaningful and relevant as possible.

8.6 TEACHER AS A REFLECTIVE PRACTITIONER

There come many times in a teacher’s career when, s/he arrives at a point which is not anticipated. S/he has to select the best path, but how can s/he make such a decision? You also must have come to such dilemma of decision making. How have you selected the right approach? Think for some time.

Just now you were involved in reflective thinking. Yes, Reflection allows you to assess the situation effectively and select the best path according to the students’ needs. Reflective practice helps you to think critically about your own teaching, and use that knowledge to improve future practice.

We believe that teachers are decision-makers. They ask hard questions about conventional practice. They use continuous reflection on their beliefs and assumptions about teaching and learning, making the process of becoming a teacher, a conscious effort.

8.6.1. Meaning of Reflective Practice

The following definition of reflection helps us to understand the meaning of reflection.

- “Reflection is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation” Boud, and Walker, (1985).

Reflective Practice:

- It refers to taking action to improve on what one has learned.
- It is linking objectively thought and action to make changes.
- It involves thinking about and critically analyzing one’s actions with the goal of improving one’s professional practice.



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A reflective practitioner is a person who-

- learns from the experiences by critically reviewing the actions, considering the impact of those actions and planning what s/he would do in similar situations in the future
- practices a particular profession characterized by deep careful thought; in our case, a teacher who uses inquiry based approach to improve instruction

8.6.2. What Educationists Say About Reflection

“In reflective practice, practitioners engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1999).”

The goal of reflective practice is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis.”(Cunningham 2001).

“Engaging in reflective practice requires individuals to assume the perspective of an external observer in order to identify the assumptions and feelings underlying their practice and then to speculate about how these assumptions and feelings affect practice.”(Imel 1992).

8.6.3. The Origin of Reflective Practice

John Dewey can be considered as the first educational theorist to suggest that teachers can improve their practices through reflection. Dewey (1933, p. 118) defined reflective thought as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.”

In every case of reflective activity, a person finds himself confronted with a given, present situation from which he has to arrive at, or conclude to, something that is not present. This process of arriving at an idea of what is absent on the basis of what is at hand is inference.

Dewey viewed reflection as a holistic approach to teaching and a way for teachers to solve problems that occur in the classroom. He advocated three key components of the reflective process: open-mindedness, responsibility and wholeheartedness.

According to Dewey:

- **Open mindedness** refers to a teacher’s ability to look at every aspect of her/his teaching critically, to seek out information, and to be willing to accept and incorporate new ideas.



- **Responsibility** entails understanding the effect that one's teaching can have on students, and understanding what can be derived from a lesson aside from the intended learning of information.
- **Whole-heartedness** is approaching the work with enthusiasm. Curiosity and enthusiasm are essential for good teaching. If we don't put all our efforts into our work the result won't be as good as we are capable to and we won't achieve the best possible outcome. Whole-heartedness also means that the previous two attitudes of open mindedness and responsibility must be part of our life while regularly reassessing teaching and its effects on students.

8.6.4 Reflection : Experience with Feelings

Boud, Keogh and Walker (1985) address reflection as an activity in which people 'recapture their experience, think about it, mull it over and evaluate it'.

They presented the following three aspects of reflection adding feelings to the thinking process.

- **Returning to experience:** recalling or detailing salient events.
- **Attending to/connecting with feelings:** using helpful feelings and removing or containing obstructive ones.
- **Evaluating experience:** re-examining experience in the light of one's intent and existing knowledge and integrating this new knowledge into one's conceptual framework.

8.6.5 Modern Concept of Reflective Practice

Donald Schon (1983) introduced the term **Knowledge-in-action** which refers to the kind of knowledge that is revealed in the way we carry out tasks and approach problems. This knowing is *in* the action. It is seen in the performance but we have not made it verbally explicit. This tacit knowledge is derived from research, and also from our own reflections and experience. This professional knowledge increases with each reflective teaching experience, and allows teachers to continually take action based on this knowledge. He suggested that the capacity to reflect on action so as to engage in a process of continuous learning was one of the defining characteristics of professional practice.

He defined the reflective process as consisting of three key aspects: reflection-in-action, reflection-on-action and reflection-for-action.

- **Reflection-in-action** refers to the reflection that happens while the action occurs. It is the ability to think about what we are doing while we are doing it. He regards this as a key skill. This ability to think and apply



previous experiences to current situations helps in increasing the teacher awareness of the learning needs. It suggests you have the ability to reflect while you are teaching.

- **Reflection-on-action** encompasses reflecting upon the experience before it begins and after it is finished. It suggests that you analyze the successes and failures of your actions.
- **Reflection-for-action** happens when knowledge gained from reflection influences future action. It suggests you are proactive about your teaching.

 **ACTIVITY -6**

Column A is showing the key aspects of Reflection and Column B is showing the description/example of them. For every aspect in column A match the description /example from column B.

Column A	Column B
Reflection-in-action	Designing lessons based on best practice and research.
Reflection-on-action	Checking answer papers of students in the exam.
Reflection-for-action	Checking on comprehension through questions and accordingly adjusting pace of lesson Altering or modifying a lesson before the next class or for future reference.

8.6.6. Zeichner and Liston’s Model of Reflective Teaching

Zeichner and Liston (1996:6) model of reflective teaching emphasizes five key features of a teacher as reflective practitioner. These are:

1. examines, frames, and attempts to solve the dilemmas of classroom practice,
2. is aware of the questions, assumptions and values s/he brings to teaching,
3. is attentive to the institutional and cultural context in which s/he teaches,
4. takes part in curriculum development.
5. takes responsibility for his/her own professional development.

Zeichner and Liston (1996) examined and highlighted the main features of reflective teaching traditions. Five traditions of reflective practice that have guided reform efforts in teaching and teacher education were identified. These are the academic, social efficiency, developmentalist, social reconstructionist, and generic traditions. They stated that: “Each of these traditions (with the exception of the



generic approach) identifies a particular emphasis in the content of teachers' thinking.

- The **academic tradition** focuses on reflecting on course content and how it is taught; the representation and translation of that subject matter to promote student understanding.
- The **social efficiency** tradition refers to using methodology rooted in scientific research as the basis for instruction and the standard by which teachers reflect upon their work.
- The **developmentalist** tradition emphasizes reflecting on one's approach based on students' backgrounds, interests, thinking and developmental and academic level.
- The **social reconstructionist** tradition stresses reflection about the social and political context of schooling and the assessment of classroom actions to enhance equality, justice, and more humane conditions in schools and society. Teachers need to be aware of the cultural, political and institutional influences present in their work and in the lives of their students.
- The **generic tradition** represents what the general reflecting teachers do in their work without attention to the quality or substance of that thinking.

Good teaching needs to attend to all of the elements that are highlighted by various traditions: the representation of subject matter, student thinking and understanding, research-based teaching strategies, and the social contexts of teaching.

They also emphasized that:

- If teachers did not question the goals, values, and assumptions that guided their work and did not examine the context in which they taught, then they were not engaged in good reflective teaching,
- Reflective teaching entailed critical questions about the ends, means and contexts of teaching,
- Good reflective teaching also needed to be democratic in the sense that teachers must be committed to teaching all of the students to the same high academic standards, and
- It must be democratic and self-critical.

8.6.7. Methods of Reflection


You would like to record a particular event or incident because you think it is critical or significant for you. You should record the situation, your role, result of your action and a reflection on the situation or event. It can be recorded in the following ways:

- **A Narrative**-is a story of an experience or event written in the first person, which enables links to be made between personal and professional development



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- **A Reflective Journal-** is a reaction to the event or experience looked upon in different ways linking the experience with other experiences and the learning from the situation. It also has record of what you need to learn and how you might achieve your identified learning goals.

 **ACTIVITY -7**

Write an essay on the topic “On becoming a reflective practitioner.....”
(15 to 20 sentences)

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8.7 LET US SUM UP

Thus, in this unit, we have studied the pedagogical issues and concerns of the primary and upper primary sub-stage of elementary education which led to the thrust areas in the National Curricular Framework-2005 for school education. The main focus we studied here was particularly related to the training of teachers; both at pre-service, and in-service levels; the required institutional infrastructure for training and the recruitment of teachers at elementary level.

The national curriculum framework for teacher education (NCFTE), 2009-10 took cognizance of these areas and highlighted specifically the salient aspects for elementary teacher education with respect to teacher education for primary stage (class I to V) and for elementary stage (class I to VIII) such as the rationale, course content, training, transacting curriculum, evaluation and tools for evaluation.

We also discussed different models of elementary teacher education including upgrading existing models and the new initiatives in the form of degree level and integrated models. But all these efforts will go in vain if the teachers do not adopt the innovative ideas in practice. This needs reflective teachers and therefore we studied the meaning of reflective practice and methods of reflection for continuous improvement.

The teacher eligibility test (TET) has become a pre-requisite for teaching at elementary level and hence we should know the way it is conducted.

8.8 GLOSSARY/ABBREVIATIONS

- **Praxis:** the practical side and application of something such as a professional skill, as opposed to its theory.



8.9 SUGGESTED READINGS & REFERENCES

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8.10 UNIT-END EXERCISES

What changes you envisage in your role as an elementary teacher in the light of the NCF 2005 and NCFTE 2009-10? Describe in 300 words.



UNIT 9 EDUCATION OF DISADVANTAGED STUDENTS

STRUCTURE

- 9.0 *Introduction*
- 9.1 *Learning Objectives*
- 9.2 *Issues on Access and Retention*
 - 9.2.1 *Education of SC Children*
 - 9.2.2 *Education of ST Children*
 - 9.2.3 *Children with Special Needs (CWSN)*
 - 9.2.4 *Education of Geographically Remote Children*
 - 9.2.5 *Urban Deprived Children*
 - 9.2.6 *Working Children*
 - 9.2.7 *Education of Minority Children*
- 9.3 *Academic Support System*
- 9.4 *Inclusive Education*
 - 9.4.1 *International Scenario*
 - 9.4.2 *Advantages of Inclusive Education*
 - 9.4.3 *An Inclusive School and Classroom*
- 9.5 *Protecting Child Rights in Schools*
- 9.6 *Let Us Sum Up*
- 9.7 *Suggested Readings & References*
- 9.8 *Unit-End Exercises*

9.0 INTRODUCTION

Equity is an important issue in school education. There is a tremendous variation in the home background of the students attending Indian schools. On one hand we have students who have internet connection at their homes. On the other extreme end we have students who do not even get a daily newspaper for reading. On one hand we have students with educated parents who can help them in their educational endeavour. On the other end we have students whose parents are



utterly illiterate and hardly know the benefit of school education. Traditionally certain communities have drawn benefits from education system while certain other communities have remained aloof from it. It is a challenge to bridge this wide gap. This unit attempts to provide how to practice positive discrimination in school and in the classroom to encourage the first generation learners to benefit from school education.

9.1 LEARNING OBJECTIVES

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

- understand the heterogeneity among the school going children.
- visualise the educational problems of the deprived sections of the society.
- acquire skills to teach school subjects to first generation learners.
- work out methods to enhance access and retention of school children.
- adopt strategies to achieve equity in educational opportunities.

9.2 ISSUES ON ACCESS AND RETENTION

As per the Constitution of India the Government is committed to provide free and compulsory education to all the children in the age group of 6 to 14. A variety of efforts have been made in the post independent India to achieve this goal. A large number of primary schools were opened throughout the country to ensure that a child has a school in the vicinity. At many places a single teacher school was started to provide educational facilities in the village itself. Schemes like free instructional material, mid-day meal, distribution of school uniforms, assistance to girls from tribal areas were implemented. In the last decade of the 20th Century an ambitious programme called District Primary Education Programme (DPEP) was undertaken by the Ministry of Human Resource Development (MHRD), Government of India in districts where the female literacy level was below the national average. All out efforts were made in this programme to ensure access and to enhance retention. These efforts were continued on a large scale under the Sarva Shiksha Abhiyan (SSA). Both these programmes have brought certain dividends in terms of enrolment of students and their continuity on school education. Nevertheless, 100 percent enrolment and retention has still remained a dream. It is a challenge to fulfil this dream and primary teachers in the country have a major role to play in it.

9.2.1 Education of SC Children

Due to the caste system prevailing, for a long time in India, a specific group of people was categorized as untouchables. Engaged in doing menial jobs these



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groups remained aloof from the education system. After independence untouchability has been abolished by law. However, a schedule of castes was prepared to ensure that these groups of people are given extra benefits to compensate for their deprivation. People belonging to Scheduled Castes (SC) are also guaranteed certain constitutional rights. Not only are they given free school education but are also offered a reservation in institutions of higher learning. These measures have increased the percentage of SC students in schools and colleges. Many of them have successfully completed higher education too. The literacy levels of people from these communities have seen a constant growth over the past sixty years. Nevertheless, the problem needs thorough investigation and action plan to overcome it fully.

Segregated seating arrangement in the classroom for SC children is sometimes practised in schools. Moreover, undue harshness in reprimanding SC children, especially in relation to upper caste children happens in the classroom. For instance, scolding children for coming late to school, not giving time and attention to SC children in the classroom, not answering their queries – even rebuking them for asking questions in class are reported from time to time. Excluding SC children from public functions in the school such as not allowing them to participate in the morning assembly or other public events such as on Republic Day or Independence Day may not be easily detectable. Making derogatory remarks about SC children, their supposed inability to keep up with academic work, denying SC children the use of school facilities including water sources have been reported from many areas. Besides, SC children are also asked to do menial tasks in school, including sweeping the school premises and even the toilets. Peer groups often do not include SC children in games and play activities in the classroom or in break time when children go out to play. As a result SC children return to their own neighbourhoods to play with SC children who are not in school.

The interventions for children belonging to SC communities have to be based on the intensive micro-planning that address the needs of every child. Some of suggestions for the inclusion of SC children in school are:

1. Establishing norms of behaviour within the school for teachers, school staff and students.
2. Timely detection of the forms of discrimination practiced in a particular context by either teachers or school staff or students. This is not an easy task as many forms of discrimination have become part of accepted behaviour, go unnoticed and unchallenged by the majority.
3. Finding ways of listening to children's voices is crucial to this exercise.
4. Setting up a system of reporting on discriminatory practices at the school level is a starting point. Complaint boxes in the school must be checked



regularly and timely redressal of instances of discrimination at the level of the school or Block can promote better inclusiveness.

5. Norms for classroom interactions such as seating patterns that ensure children are not segregated on the basis of caste, community or gender have to be established. The 'Nali-Kali' model of multilevel learning, pioneered in Karnataka in the mid nineties is worth adopting as it allows children to sit in groups based on levels of learning rather than based on caste, gender, etc. This not only breaks social barriers but it also allows for a rotation and thus intermingling as children move in and out of the learning circles.
6. Co-curricular activities, such as sports, music and drama which tend to break social barriers among children need to be encouraged. They have remained a hugely neglected area and would be an important strategy for increasing the interaction of children as well as allowing children from varied backgrounds to exhibit their talents and get recognition.
7. The teacher is a key figure in the school to ensure inclusion. But his/her role in this process has been largely neglected so far. Hence, sensitisation of teachers from the stage of pre-service training onwards, developing special modules for use in teacher education and training programmes. Special in-service training within the mandated days can be organised to deal with the specific problems of SC students at the Block level.
8. Some norms related to preventing corporal punishment and abuse included in the RTE require strict monitoring and adherence. Monitoring behaviour of teachers and school staff is one of the mandates of the SMC. BRCs and CRCs can help the teacher develop pedagogical tools and classroom practices that allow social barriers to be broken.
9. Providing adequate infrastructure for elementary schooling in districts with concentration of SC population can be useful for enhancing education among SC students. The Education Department can facilitate opening schools in SC concentrated neighbourhood wherever required.
10. There is need to undertake systematic research into the learning hurdles faced by SC students. It has been found that investigations of learning difficulties and measures to overcome them not only facilitates learning among SC students but also enhances their scholastic achievement (Kulkarni and Agarkar 1985).

It is to be recognised that problems of exclusion often take highly local and context specific forms. The above mentioned list is concerned with measures of general nature. In addition, area specific and community specific problems are to be identified and addresses urgently to deal with the problems of SC students fully.



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ACTIVITY -1

Find out the information about the progress of SC students in India and then answer the following questions:

1. What was the literacy level of people belonging to this community in 1950?

2. What is the level of literacy now?

3. Is the progress matching with the general progress in literacy?

4. Do you find any difference in the literacy level of men and women in SC communities?

9.2.2 Education of ST Children

India's concerns towards the welfare of the tribal people have been well reflected in Article 46 of the Constitution which states that the state will promote their educational and economic development. Like the schedule of castes a schedule of tribes was also prepared. People belonging to Scheduled Tribes (ST) are given special incentives in school as well as in higher education. The tribal people are spread over almost all the states barring a few states. The tribal communities are not homogeneous and are at various levels of socioeconomic and educational development. Generally, a majority of the population belonging to ST community is educationally backward. Efforts are being made since independence to bring them into the mainstream of education. DPEP undertook special measures to



attract students from tribal communities to enrol in nearby schools and continue until the age of school leaving stage. SSA also continued the same policy. Nevertheless, the success achieved is far from satisfactory. This issue, therefore, demands special attention.

The tribal people living in different parts of the country have different life styles and associated problems. Generally the problems of tribal people arise because of their isolation from the mainstream. They usually live in hilly terrains that are remote and inaccessible. Their economic status is low forcing them to send their children to work to augment family income. Tribal people use their local dialect in day to day conversations. Hence, many of the tribal students do not have adequate competence in using regional languages. Their habitation areas are not conducive to schooling. The nomadic nature of these communities forces them to move from one place to the other within the state as well as to other neighbouring states mainly in the quest of livelihood. Children, therefore, face serious problems with regard to their education as they cannot attend a particular school throughout the year. Hence, special interventions are needed for attracting and retaining tribal children in school. Some of the interventions are:

- Textbooks in mother tongue for children at the beginning of primary education where they do not understand regional language.
- Bridge Language Inventory for use of teachers.
- Establishment of Aganwadis and Balwadis or crèches in each school in tribal areas so that the girls are not required to do baby-sitting.
- Special training for non-tribal teachers to work in tribal areas, including knowledge of tribal dialect.
- School/EGS like alternative facility to be set up within one kilo meter of all habitations.
- Up-gradation of EGS to regular schools
- Special mainstreaming camps for out-of-school children under the Alternative and Innovative Education component.
- Mahila Samakhya like interventions from the innovation fund.
- Provision of process-based community participation with a focus on the participation of women and SC/ST parents
- Financial provision for context specific innovative intervention for girls' education and education of SC/ST children. The innovative programmes can include: Enrolment and retention drives, Special camps and bridge courses, Setting up special models of Alternative Schools, Community mobilisation including setting up new working groups and working with existing working groups, Monitoring attendance, Remedial/coaching classes,



Providing a congenial learning environment inside and outside the school, etc.

- Training programme for community leaders to develop capacities for school management, Setting up of Block and Cluster Resource Centres for effective academic supervision.
- Free textbooks to all children up to Class-VIII, Free hostel facilities with food, toilet items, notebooks, uniform etc.
- Adequate Teaching Learning Equipment for all Primary and Upper Primary schools.
- Provision for school and teacher grants for all teachers, community-based monitoring, partnership with research and resource institutions, and periodic feedback on interventions

Quality Improvement Programme for Ashram Schools

On the request of the Tribal Development Department of the Government of Maharashtra a programme was undertaken to improve the quality of science and mathematics education in Ashram schools (residential schools establish the lines during ancient Indian gurukul say to provide education to hitherto neglect tribal communities of students. The programme was carried out by Homi Bhabha Centre for Science Education 1993-97 in three districts located in Shayadri ranges (western part of the state of Maharashtra). It focussed on three things: 1. Capacity building, 2. Teachers training and 3. Enhancement of child-child interaction

1. Capacity building

In the context of capacity building of the school attention was given to the development of libraries and laboratories. Relevant books were made available to the library and system was set up to use them effectively. Similarly, science laboratory was strengthened with necessary equipments. In addition an attempt was made to develop mathematic laboratory.

2. Teacher training

Six training courses were conducted for science and mathematics teachers over a span of three years. During these courses the teacher were acquainted with the learning difficulties faced by the tribal students and were given guidelines on how to overcome them. The remedial material specially prepaid for tribal children was also made available to the teachers for reference.

3. Enhancement of Child-child Interaction

Students in the Ashram Schools lived together even after the class room hours.



In order to make use of this time an attempt was made to enhance child-child interaction. They were suggested to undertake group activities like displaying a newspaper article on the Display Board or preparing Herbarium for the levels of nearby plant. The activities enabled them to channelize the leisure time available to them and enhanced their scholastic attainment considerably.

9.2.3 Children with Special Needs (CWSN)

The objectives of SSA can be realized only if all children including those with special needs are included under the ambit of elementary education. Experiences of programmes like DPEP have shown that with adequate support services, CWSN can be provided quality education, in regular schools. CWSN have often been marginalized on account of their disability, lack of awareness on the part of the parents and community about their potential. Apprehensions on the part of the teachers to teach such children also have denied them right to education. A general societal attitude of sympathy towards such children focusing more on what they cannot do rather than on what they can do has also been a barrier. Realizing the importance of integrating CWSN in regular schools, SSA framework has made adequate provisions for educating CWSN. SSA aims to ensure that every child with special needs, irrespective of the category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education.

The SSA framework, in line with the Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 provides that a child with special needs should be taught in an environment which is best suited to his/her learning needs. These might include special schools, alternative innovative education or even home-based education. Hence, while planning for education at the habitat/village/block and/or at the district level, needs of CWSN is to be borne in mind. There are some requirements specific to CWSN - resource support, special teacher training, mobility aids and appliances etc. And there are a set of special facilities the CWSN would require which can be linked to other ongoing activities like community awareness, capacity building of village education committee, in-service teacher training, making school premises accessible and disabled-friendly, Early Childhood Care and Education and girls' education.

For proper planning to make right to education a reality for the CWSN, the CWSN have to be identified category wise, through the household survey. Data on the proportion of the CWSN in the total child population in the district and in school should be collected. Facilities available to CWSN in the district should be identified. Efforts to get functional and formal assessment of CWSN done should be undertaken. Special transport and other facilities required to enrol out of school CWSN in regular schools should be assessed. Data on the proportion of identified



CWSN requiring aids and appliances have been provided these assistive devices through convergence with State Departments, NGOs, ADIP/ALIMCO/ IEDC/ other schemes, SSA funds or other sources need to be collected.

Sources of funds for the appointment of trained special education teachers, long-term training of physio-therapists, occupational therapists, using NGOs/ special schools for training/ assessment/ implementing Innovative Educational Devices etc. should be explored. Alternately, resources and sources of support for short-duration or sensitizing all teachers through mass training programmes should be identified. Community mobilization/parental sensitisation programmes have to be held with a focus on bringing all CWSN to school. Efforts to adapt the curriculum to facilitate learning of all children including CWSN should be made.

Relaxation with respect to evaluation/ examination for CWSN, e.g. providing writer/ scribe to visually impaired children, providing extra time to dyslexic/ spastic, giving hearing impaired children/dyslexic the option of studying only one language etc. should be provided. District authorities along with community's help have to plan removing architectural barriers in existing schools to provide an enabling environment to CWSN (ramps/handrails/ toilet modifications/ arrangement inside the classrooms). Involvement of parents, NGOs and VECs to monitor enrolment and retention of CWSNs in schools should be enlisted.

9.2.4 EDUCATION OF GEOGRAPHICALLY REMOTE CHILDREN

Education guarantee schools in unserved habitations, alternative and innovative education for out of school children including children in difficult circumstances are also a part of the Sarva Shiksha Abhiyan framework. The management structure for implementation of EGS & AIE has to be incorporated in the Educational Plan. These require diversified strategies and flexible financial parameters. There are four broad focus areas:

- i.** Full time community schools for small unserved habitations
- ii.** Mainstreaming of children through bridge courses of different duration
- iii.** Specific strategies for special groups like child labour, street children, adolescent girls, girls belonging to certain backward communities, children of migrating families, etc.
- iv.** Innovative programmes - the innovations can be in the areas of pedagogic practices, curriculum, programme management, textbooks and TLMs, etc.

All habitations not having a primary school within one kilometre and having a minimum of school age children are entitled to have an EGS type school. Children who have dropped out-of-school should have an opportunity to avail of bridge courses, aimed at their mainstreaming. The objective is to see the EGS and AIE



as integral to the quest of UEE. The linkages with CRC/BRC/DIET/SCERT will be required for EGS and AIE.

There is a great heterogeneity among ‘out of school children’. They could belong to remote school-less habitations, could be working children, street children, deprived children in urban slums, bonded child labourers, children of sex workers, girls belonging to the minority community, girls involved in domestic chores or sibling care, children who are engaged in cattle grazing etc. This heterogeneity demands diversified approaches and strategies for their education.

The EGS and AIE would accord a priority to setting up of EGS centers (primary level) in unserved habitations where no school exists within a radius of 1 km and at least 15 children (and 10 in case of hilly areas) in the age group of 6-14 who are not going to schools, are available. Alternate innovative educational interventions for mainstreaming of ‘out of school children’ through specially designed bridge courses of different duration can be designed. For difficult groups of children who cannot be mainstreamed, like working children, street children, adolescent girls, girls belonging to certain backward communities and children of migrant families, specific innovative strategies can be designed.

9.2.5 Urban Deprived Children

There is an urgent need to focus on the educational needs of deprived children in urban areas. Recent studies indicate the growing problem of schooling of poor children in urban areas. On account of different administrative arrangements for the management of schools in the urban areas, often a number of initiatives for UEE do not reach the urban deprived children. Some significant efforts have been made by NGOs like Pratham in Mumbai in partnership with the Municipal Corporation and the City Level Plan of Action in Calcutta. The Municipal Corporation of larger cities are considered as “district” for purposes of preparation of Elementary Education Plans. The arrangements for decentralized management also apply to these proposals. These proposals can be developed by municipal corporations and the state government have to recommend these for funding under SSA, clearly specifying wherefrom the state share will be provided. All norms of SSA apply to urban areas. Besides Ward, Urban Slum clusters will be unit of planning in such areas. Urban areas have special problems like the education of street children, the education of children who are rag pickers, children whose parents are engaged in professions that make children’s education difficult, education of children living in urban working class slums, children who are working in industry, children working in households, children at tea shops, etc. A diversity of approaches is required to tackle the educational problems in urban areas. On account of separate administrative arrangements of schools in the urban areas, there is a need to coordinate and converge interventions across departments and local bodies responsible for elementary education in urban areas.



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This calls for a provision of planning distinctively for the urban areas either as separate plans or as part of District Plans in the case of smaller towns. In either case, these require partnership with NGOs, municipal bodies, etc.

An important category of children which also needs special intervention lives in urban low income areas, usually referred as “urban poor”. Urban poor children are not only economically poor, but often are deprived of family support and access to education. Children of urban poor are often excluded from education and reaching elementary education to them remains a challenge. Multiplicity of administrative units, lack of micro level planning and coordinated implementation, heterogeneous community, ill-equipped government schools, disparities as reflected in the curriculum transacted in the classroom, poor quality of teaching, lack of infrastructure, the location and timing of the school, loss of earning, lack of authentic database on out of school children, severe shortage of space for opening new schools are some of the numerous factors affecting their access to elementary education in urban areas.

The problems of educating the deprived urban poor child are complex and varied. These include lack of reliable data, inadequate schooling infrastructure, lack of incentives for deprived urban poor children to attend school, the location of schools, and so on. Although a number of NGOs have been working in the area, yet the coverage has been uneven and many have been left out. Moreover, a good proportion of these children belong to migrant families. The urban self governments have not been able to meet the challenges of reaching elementary education to this group of children. Urban poor children can be categorized as:

1. Children living in slums and resettlement colonies
2. Child workers/labourers, including children working as domestic servants
3. Street children
4. Children of sex workers
5. Children of migrant workers
6. Children in remand homes, juvenile homes, and in conflict with law.
7. Child beggars
8. Children of urban poor with disability

Many of these groups will require long-term support and very individualized personal attention. While planning for this group of children, clear focus on flexible strategies is important. Besides formal schools, SSA also provides support to out of school children in the form of Education Guarantee Scheme and other strategies under Alternative and Innovative Education programme. NGO’s assistance could be effective to reach these children for government alone cannot cater to their needs. The out of school children can also be provided education



through bridge courses, remedial courses, national open schooling programmes and back to school camps.

9.2.6 Working Children

Child labour is banned in India. Those who employ young children are punishable by law. However, the dire poverty in the house forces many children to opt for work to augment the family income. These children are unable to attend regular schools as they are on work during school hours. The real solution would be see that they are taken out of work and enrolled in schools. This measure would need financial compensations for the parents which would be difficult to manage. Instead a via media can be worked out by enrolling these children in night schools.

In the present circumstances there are a large number of night schools in urban areas. Their number in metropolitan cities is quite high and the enrolment of the students in these schools is also appreciably high. The problem with these schools is that they are forced to teach the curriculum that is meant for formal day schools. The time at the disposal of night schools teachers and students is severely limited. Moreover, these are the students who are tired of day long work. It is, therefore, necessary that a different curriculum is planned for the night school students. Since they have work experience and since they are older than formal school children they can be taught differently. Part of the education can be given through assignments that they can complete on job or during leisure time. There is no need to pressurize them to study the theoretical curriculum that the formal school students go through. Instead, the curriculum should be framed in such a way as to help them achieve life skills and to support their day to day work. Trade based training might help these student more than the formal study of facts and principles. Such a curriculum would serve the purpose of improving their skills on job, enhance their chances of higher earnings.

9.2.7 Education of Minority Children

Education is generally directed towards the needs of the students coming from homes having a majority status in the society. As a result, students belonging to minority community often feel excluded in school environment. Some of the reasons for their exclusion can be given as follows:

1. The language used in the text books and in classroom transactions could be different from the mother tongue of the students.
2. The experiences referred to in the text book and in a classroom discourse might be unfamiliar to the students.
3. The preconceived notions of the students might be different from those of the majority due to difference in cultural background.
4. Students might find the content irrelevant as they are.



9.3 ACADEMIC SUPPORT SYSTEM

Teacher empowerment is a crucial aspect in school education. A practising teacher can be empowered in a variety of ways. Increase in the salary, enhancement of school facilities, freedom in classroom transactions are some ways of empowerment. What we are referring to here is the academic support that the teachers need to fulfil manifold demands placed on him/her. Some countries have set up “Teacher Support Services” to provide help to practising teachers. Teacher is expected to approach the organization for support in his/her day to day teaching which is offered free of cost and without delay. We in India do not have such a support system. Nevertheless, we have set up DIETs (District Institutes of Education and Training) and district levels and BRCs (Block resource Centres) and CRCs (Cluster Resource Centres) at block and cluster levels respectively to provide support to school teachers. Practising teacher can approach resource persons at these places and get the help that he/she needs.

Developments in technology have influenced our lives considerably. Technology has shown us the way to increase food production, to control deadly diseases, to transport material from one place to another and to communicate with each other. School being a part of the society cannot remain aloof from the impacts of technology. The gadgets like the slide or overhead projector have entered into school system long back. In the recent years even an LCD projector has made its headway into the school system. This projector coupled with a computer can empower teacher to deal with school subjects effectively.

Indian Space Research Organization (ISRO) has come forward to help us in our educational endeavour. In October 2004 it has launched a dedicated satellite called EDUSAT. Located in the geostationary orbit this satellite is available for educational activities 24 hours a day and 365 days a year. It has brought experts and teachers close to each other. At the same time it has brought teachers together through video conferencing to share their ideas and experiences and to get advice from colleagues working in different district or state.

Developments in Information Technology have brought the world closer. It has become possible to establish fast linkages between two professionals using a world wide web. A teacher working in the remote corner of the country now has a scope to virtually interact with his/her counterparts from different parts of the world. In addition he/she has all the information at his/her fingertips through Open Educational Resources (OER). OER suitable for students and teachers at different levels of schooling are made available free of cost. What is more important is the fact that OER material can be downloaded and used for classroom teaching without any charge. The internet facility is penetrating fast in India very fast. One can, therefore, be sure that days are not far when a typical teacher from a typical village school in India would access OER and use them for his/her classroom deliberations.



A Project on Open Educational Resource for Schools (OER4S)

Homi Bhabha Centre for Science Education (HBCSE) a national centre of the Tata Institute of Fundamental Research (TIFR) for science and mathematics education (<http://www.hbcse.tifr.res.in>) has recently embarked on developing free knowledge resource (www.gnowledge.org). As a next step it wishes to design open educational resources for schools that can be used to provide quality education to the students studying in small remote villages of the country. The project is being funded by the Rajiv Gandhi Science and Technology Commission of the Government of Maharashtra and is implemented jointly by HBCSE, Maharashtra Knowledge Corporation Limited (MKCL) and the Indian Consortium for Educational Transformation (I-CONSENT). The project aims at developing suitable resources in school science and mathematics taking into account the needs and requirements of the system and make it available through the MKCL website. Over the past decade MKCL has developed a brand of distributed classrooms that make the website data available to the stakeholders without any difficulty.

Students, teachers and parents are identified as three main stakeholders of school education. Material is specially developed in Marathi to fulfil the needs of all the three stakeholders in the state of Maharashtra. Special workshops were organised to design the material involving resource persons drawn from the pool of experienced teachers, enthusiastic parents, subject experts and researchers in education. It is uploaded to the website specially designed by MKCL (www.mkcl.org/mahadnyan). Anyone can access the material download it free of cost for further use. It is proposed to make available the school based OER in other languages after its field testing and appropriate modifications based on the feedback received from the end users.

9.4 INCLUSIVE EDUCATION

Inclusive education is a process whereby the school systems, strategic plans, and policies adapt and change to include teaching strategies for a wider more diverse range of children and their families. Inclusive education implicitly means to identify a child's learning style and adapt the classroom and teaching strategies to ensure high quality learning outcomes for all members of the class. Everyone is important, unique and valued for their contribution to the school.

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued.

Inclusive schools put the values upon which America was founded (pluralism,



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tolerance, and equality) into action; they ask teachers to provide appropriate individualized supports and services to all students without the stigmatization that comes with separation. *Research shows that most students learn and perform better when exposed to the richness of the general education curriculum, as long as the appropriate strategies and accommodations are in place.*

At no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning for students, both with and without special needs. Students learn, and use their learning differently; the goal is to provide *all* students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbors.

Why isn't inclusive education the norm in our schools?

Many years ago, special classes were created for students with special needs. Special educators felt that if they could just teach these students separately, in smaller groups, they could help them to catch up. However, the reality is that students in segregated special education classes have fallen further and further behind. Over time, we have learned that inclusive education is a better way to help *all* students succeed.

How can our schools be transformed?

The extent to which professional educators, families, and community leaders enter into a discussion on how to improve education for all our students holds the promise for the transformation of American schools from a 20th century educational system, dominated by a narrow cultural perspective, to one that reflects and values the multicultural and diverse nation that *is* the United States today. You can make the difference by becoming involved!

What is “inclusive education”?

According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.” The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed.

9.4.1 International Scenario

The term inclusive education has gained importance in recent years. Nevertheless, its origin can be traced in the history of education in the international scenario.



Although the inclusive education movement is now an international phenomenon, it had its origins in the relatively rich developed countries. These countries shifted their emphasis from special schools for the disabled to the placement of such learners in regular schools. This change was a part of wider movements in which disability began to be viewed no longer as a handicap that required people to be segregated from the mainstream of the society. As a result, there began the era of integration that saw the movement of inclusive education for all in normal classrooms.

The right of child to education appeared in a number of international declarations. The first international declaration that proclaimed this issue was Charter of the United Nations (1942). The Universal Declaration of Human Rights (1948) also reiterated the importance of right to education. Learners' right to education was enhanced further in United Nations' Declaration of Rights of child (1959). This declaration puts the responsibility of education of the child on their parents. Later, the equality of education was included in the International Covenant on Civil and Political Rights (UN, 1966). In the United Nations Convention on Rights of the Child (held in 1992) 107 countries have given formal commitment to education for all. In addition to the right of the child to education the covenant specifies that it should be on the basis of equal opportunities and directs the development of child's personality, talents, mental and physical abilities to their fullest potential. In tune with this international thinking Government of India has also passed a bill for Right to Education (RTE) in the parliament.

Salamanca statement produced under the aegis of UNESCO (1994) states the following:

“The guiding principle that informs this framework is that schools should accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted learners, street and working learners, learners from remote and nomadic population, learners from linguistic, ethnic or cultural minorities and learners from other disadvantaged or marginalised areas or groups.” It is clear that this statement includes all those categories of students that we are referring to in this chapter. It should be noted that the practice of inclusive education would enable us to overcome a variety of problems mentioned above.

9.4.2 Advantages of Inclusive Education

More than the developed countries inclusive education bears importance for developing countries. Practising inclusive education would prove beneficial in following aspects.

The efficient use of resources: Education is a resource intensive venture and has to compete against other demands of the country like health care, infrastructure etc. There is therefore always a resource crunch for education in developing



countries. Setting up schools for different groups of students would not be possible for these countries. Instead, using the limited resources for the benefit of all types of students would be a viable solution as it makes use of resources efficiently.

Cost effectiveness: Inclusive education is not only cost efficient but also cost effective. Inclusion promises the enhancement not only of disabled but also of non disabled learners. It thus achieves good education for all taking care of individual differences among different learners. In addition, inclusive education acts against stratification of the society helping to maintain harmony on different groups of the society.

Decentralization: Practice of inclusive education encourages decentralization. Decentralization, as it is evident, allows national and local governments to reduce spending on central management and administrative costs. At the same time it encourages local decision making that is often close to meet the needs of the local people. It also enables local community groups to have a say in decision making. In short it would be a consumer driven policy of education rather than a bureaucratic mode of centralised decision.

9.4.3 An Inclusive School and Classroom

The real purpose of building an inclusive school is to facilitate the development of inclusive society in which every member has an opportunity to achieve his/her potential to fullest extent. In order to achieve this objective it is necessary that diversity among learner population is given due importance and provision is made to achieve everyone's rights. Access for all is the central concept in inclusive schools. It involves the psychological and physical environment of the school including curriculum transactions. All these aspects of the school should be conducive to learners with different abilities and social background. In short, it is necessary that the school should have inclusive learning environment that fosters the personal, academic and professional development of all the students.

The essential aspect of an inclusive classroom is the attitude of a teacher. A teacher who believes that the intelligence is inherited and nothing much can be done to improve it will hardly encourage the development of all the students. On the other hand a teacher who is optimistic about the potential of individual and who maintains that the intelligence can manifest in different forms would provide an inclusive environment in the classroom to foster individual talent. Teacher must realise that diversity in learner is inevitable and everyone would have different requirements. Taking these diversities into account a teacher has to create both psychological and physical environment in the classroom. In such a conducive environment every child has a chance to progress.

SSA framework provides Rs.1200 per disabled child per year. While planning for the utilization of this money, it should be borne in mind that the amount available is not only for the use of a particular child with a special need, but also



has to be utilized for planning of *Inclusive Education* activities at the school/habitat/village levels. The SSA State Mission Societies are allocated funds for implementing the programme of *Inclusive Education* depending on the total number of disabled children identified in the district. While some disabled children may only need the help of a special education teacher, others may require simple equipment like assistive devices like hearing aid etc. However, this does not mean that this amount has to be spent annually; it can be accumulated for a year or two and utilized on a sizeable facility.

Other activities on which this amount could be used include assessment camps, development of training material, community awareness campaigns, 45-day Rehabilitation Council of India recognized teacher training, requesting specific services from NGOs, workshops and meetings. An attempt should be made to provide aids and appliances to identified CWSN through convergence. If this is not possible, then SSA funds could be used for this purpose. Referral to residential special schools should be made only in exceptional circumstances. As far as possible CWSNs should be allowed stay with their family. Interventions for education of children with disabilities have to be planned by each district keeping in view available resources. Overriding emphasis should be on inclusive education in normal schools and not isolating them in special schools.

9.5 PROTECTING CHILD RIGHTS IN SCHOOLS

The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commission for Protection of Child Rights Act, 2005, an Act of Parliament (December 2005). The Commission's Mandate is to ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child. According to international law, a child means every human being below the age of 18 years. This is a universally accepted definition of a child and comes from the United Nations Convention on the Rights of the Child (UNCRC). India has always recognised the category of persons below the age of 18 years as distinct legal entity. That is precisely why people can vote or get a driving license or enter into legal contracts only when they attain the age of 18 years.

While all children need protection, because of their social, economic, or even geographical location, some children are more vulnerable than others and need special attention. These children are:

Homeless children (pavement dwellers, displaced/evicted, refugees, etc.), Migrant children, Street and runaway children, Orphaned or abandoned children, Working children, Child beggars, Children of prostitutes, Trafficked children, Children in jails/prisons, Children affected by conflict, Children affected by natural disasters, Children affected by HIV/AIDS, Children suffering from terminal diseases,



Disabled children and Children belonging to the Scheduled Castes & Scheduled Tribes.

All people under the age of 18 are entitled to the standards and rights guaranteed by the laws that govern our country and the international legal instruments we have accepted by ratifying them. **The Constitution of India guarantees all children certain rights, which have been specially included for them. These include:**

1. Right to free and compulsory elementary education for all children in the 6-14 year age group (Article 21 A).
2. Right to be protected from any hazardous employment till the age of 14 years (Article 24).
3. Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39(e)).
4. Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39 (f)).

Besides these they also have rights as equal citizens of India, just as any other adult male or female:

1. Right to equality (Article 14).
2. Right against discrimination (Article 15).
3. Right to personal liberty and due process of law (Article 21).
4. Right of weaker sections of the people to be protected from social injustice and all forms of exploitation (Article 46).

Research, documentation and interventions by government and the civil society groups in the past have clearly brought forth many of the child protection issues. Some of them that concern school education are: Gender Discrimination, Caste discrimination, Disability, Corporal Punishment in schools, Examination Pressure and Student Suicides, etc. It is the responsibility of the school teacher to ensure that rights of school students are protected properly and they are not subjected to injustice in school premises.

9.6 LET US SUM UP

Indian society perhaps is one of the most heterogeneous social organization comprising individuals, families, communities castes etc., which vary tremendously in terms of their access to resources and education. There are social groups in some states which are badly deprived of even the basic needs and



requirement for existence, not to speak of living a comfortable life. There are then sections of people who are disadvantaged as a class or caste, viz the SC/ST, women, children living in remote areas or in hilly areas then there are people with special needs like the physically handicapped, hearing impaired, or with visual deficits mentally retarded. Such category of children are called disadvantaged children because they are at a disadvantage in obtaining the economics, social and educational benefits in comparison to the normal children. They are also called children with special need. The present unit addresses itself to the education of such disadvantaged dkjfdjk of the India kdjf. Our efforts has always been to bring them at par with their normal counterparts.

In the unit we have discussed many issues on access and retention of this special group of children. We have discussed about the education of SC/ST children CWSN, and education of children who are geographically remote then the Urban deprived working children and children in the streets have also special needs, and how can the education of such children can be organized has been discussed in this unit.

The concept and relevance of inclusive education has also been discussed at length. Apart from all this the unit has drawn our attention to how we can project we right of children who became of no fault of their are living a life of a dgf in urban slums, working in factories or small shops or they became if compelling circumstances have started begging. The Constitution of India guarantees certain Rights to Children, which need to be protected at all costs.

9.7 SUGGESTED READINGS & REFERENCES

www.oecd.org/

www.wpi.edu/News/Conf/ISTAS/Presentations/iteducation.pdf

Center for Research on Effective Schooling for *Disadvantaged ...*

www.csos.jhu.edu/otherlinks/cds/cds.html

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9.8 UNIT-END EXERCISES

1. Explain the issues and access and retention of disadvantaged students.
2. Define inclusive education in respect to school and classroom education
3. What are the advantages of inclusive education?