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Editor
Dr. Malayendu Dinda



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F O R E W O R D

There is no doubt that after independence a large number of people have become highly qualified and successful in their professional life. In the 21st century knowledge-based education has become a commodity. A commodity cannot be a panacea for all round development of the pupils. It is undeniable that in spite of the spectacular progress in various fields of our material life a section of our society is being swept by the storm of western hedonism due to globalization. People of this category are alienated from the rest of the people of our country. Rampant corruption in the society is denying the basic needs to the downtrodden people.

It is true that owing to some lacunas in the field of education these maladies are over flooding our country. To put the society on the right track we are badly in need of, as Swami Vivekananda said, "Man making and character building education".

Educated people cannot deny their accountability to the society. The mission of our journal is to sensitize the educated people, specially the in-service and pre-service teachers so that they can cope with the various problems in the field of education without disowning our heritage.

The Anwesa has tried to explore different aspects of education in an innovative way. We hope its endeavour will be the fountain of inspiration to those who are concerned with education.

March, 2014

Swami Kedaratmananda

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From the Editor's Desk

We are happy to bring out the 9th volume of *Anwesa : A Journal of Education* in 2014. The present volume contains seventeen articles on different topics. In this volume we have concentrated on a few chosen areas like Acquisition and Learning, Community Outreach, RTE-2009, Value Education and Inclusive Education. Our college conducted five national seminars on the afore-said topics during 2013-2014. Some papers presented in these seminars are published here for wider readership.

There are five articles on RTE-2009 written by Dr. Swapan Kr. Dutta, Dr. L.N. Satpati, Dr. Piku Chowdhury, Shri Bijan Sarkar, and Monali Chakraborty. Dr. Piku Chowdhury has discussed about RTE and the education of the Disabled in Elementary education, Dr. Swapan Kr. Dutta has highlighted the problems and recommendations of RTE's effective implementation; Monali Chakraborty explains RTE as a step towards sustainable development; Dr. Satpati takes up the notion of universal elementary education in India and the RTE goals and challenges, while Sri Bijan Sarkar deals with the status of continuous and comprehensive evaluation after RTE-2009. On inclusive education there are two articles; one by Prof. Kaberi Saha and Dr. Mun Kalita and the other by Dr. Mita Howladar. She has studied in detail the hindrances of inclusive education in present educational system while Prof. Saha and Dr. Kalita develop the idea of self-concept of the visually impaired and normal adolescent students. Acquisition and learning is an area that draws the attention of researchers, educators, applied linguists, and cognitive scientists. We have three articles on this topic. The article written by Prof. Pranab Kr. Chakraborty is really an illuminating one. Readers will find the state of the latest knowledge in this field if they go through this article. The other one by Dr. Sunita Singh focuses on the dichotomy that exists between language acquisition and language learning. Dr. Malayendu Dinda has discussed the importance of reading, especially extensive reading in second language acquisition. Another area of interest in the educational field is community outreach and extension programmes. Dr. Sujit Kumar Paul looks at the outreach programmes and analyses the present intervention of Tagore's Sriniketan experiment in great detail.

Some of these articles are research papers of high quality while others are expository and informative in nature. Among the research papers based on survey, one paper by Dr. Sujit Pal, Subhas Chandra Roy and Paritosh Biswas deals with a comparative study on the impact of computer assisted instruction and demonstration method of teaching on the academic achievement of Life Science Students of Class IX under West Bengal Board of Secondary Education.

Dr. Madhumala Sengupta and Pintu Kumar Maji have examined the effect of inclusion on students with visual impairment in the context of environmental literacy. This article was presented in a paper presentation session of national seminar held at our college.

Value education continues to be an important pre-occupation among the teachers and teacher-educators. In the present volume of *Anwesa* readers will find one article on value education. It deals with "Values Based Education and the Personal and Professional Values of the Teachers" is a deeply thought-provoking article on "Education of the teachers teacher-trainers of the 21st Century". The article is written by Srimati Piyali Ghosh. This article is worth reading.

Dr. Nimai Chandra Maiti and Sri Arindam Bhattacharya has picked up the issue of school based action research, an important issue in current B.Ed. syllabus. They have tried to give us a synoptic view of 'action research' and showed the validity of the concept of the "teacher as researcher". They have also given the format of action research followed by Ramakrishna Mission Shikshanamandira.

Now in the end I can only hope that all the articles, comments and book review included in this volume of *Anwesa* will be helpful to the teachers, teacher-trainers, researchers and scholars. So I must thank them all who have contributed well thought-out articles for our journal. Here I also acknowledge the assistance of the Principal of our college and my colleagues (especially Dr. Kousik Chattopadhyay) who have extended their helping hands in every possible way to bring out this volume of *Anwesa*.

Rahara

March, 2014

Dr. Malayendu Dinda

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PRESENT INTERVENTION OF TAGORE'S SRINIKETAN EXPERIMENT

*Dr. Sujit Kumar Paul **

Abstract

Rabindranath Tagore, the greatest poet of the modern India and visionary, was basically a humanist and his heart ached in deep pain at the distressing conditions of the villagers who were reeling under acute poverty and suffering from malnutrition, ill-health, various ailments and illiteracy. For improving the conditions of these deprived villages, Tagore initiated the "Sriniketan Experiment" in 1922 in Visva-Bharati. Tagore built Visva-Bharati as a centre of international understanding and study. His contribution as an Educator is also very relevant to our times. Rabindranath is an educator from various angles. In the field of rural reconstruction, he was a pioneer of our country.

Visva-Bharati located in the twin campus of Santiniketan and Sriniketan, has as its motto - "Where the world makes its home in a single nest". Establishing a link with the world was one aspect of the Santiniketan, Visva-Bharati ideal of totality from its very inception. On the other hand was its ideal of total activity, the attempt to make education relate to life in all its aspects. Sriniketan was deliberately made into a laboratory for this endeavour although the spirit of it was always there in the Santiniketan education. Visiting the villages and getting acquainted with them had, for instance, been part of the curriculum for the students and teachers of Santiniketan. Tagore's mission of rural reconstruction was based on four principles - self-interest, self-respect, self-reliant and joy in work. Tagore wanted to construct the villages in such a way that the villagers will be self-sufficient in all their needs. He wanted to make the

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Lecture delivered in UGC sponsored national seminar (September, 2013) at our College.

people a 'complete man' and make the people aware of the larger society through appropriate education, and inspire them to cultivate the spirit of cooperation and self-reliance.

Rabindranath was, in fact, the pioneer for his experiment in Rural Reconstruction in India, and the Institute developed by him at Sriniketan soon became a model for rural development elsewhere. In the present study, however, an attempt has been made to study the present intervention of Tagore's rural reconstruction experiment.

Introduction

Rabindranath Tagore, the greatest figure of the Indian Renaissance has, conferred through his poems, dramas, short stories, essays, songs, paintings, etc. which expressed his spiritual ideologies. He is not only the greatest of Indian poets, but also a patriot, a philosopher, an artist, an educationist, a humanist and so many other things. For a long time he has been at the centre of India's life. He is a phenomenon. He is a poet for all readers and for all ages. He has such a wide range of creativity that anyone can begin with Tagore and end with Tagore. In the field of rural reconstruction, he was a pioneer in our country.

Tagore viewed rural reconstruction not only as a means for economic self-sufficiency but also for cultural reawakening. He observed that people were passing through a period of intense social and emotional disorganization, narrow-mindedness and superstitious belief, which pervaded the entire sense of being humane. He also felt that people were facing an all-round cultural crisis and were steeped in poverty, ignorance and disease. Tagore therefore, addressed the task of fighting these systems of decay and stagnation and started to create a society in rural India through his multifarious designs of social activities to fill life with vigour and joy, aesthetic beauty and sublime happiness. He recognized that the living standard of the rural folks cannot be raised without solving the problems of reconstructing the social and economic fabric. He had a clear perception of problems and conceptualized rural development in its totality, consistent with the Indian situation.

DREAM ABOUT EDUCATION AND RURAL RECONSTRUCTION:

Tagore studied literature, philosophy, art and religion of the East and the West with an open mind. Some of these have influenced his mind consciously or unconsciously though his thinking and views are his own. In Tagore's view, only one way of protecting the weak is to give them strength. The most effective way of giving

strength is, according to him, to impart proper education. Education, according to Tagore, is the all-round growth and development of the individual in harmony with the universal, the Supreme person who has in himself the various levels or planes of consciousness and experience corresponding to man's physical self, life, mind and soul. Tagore had founded a unique institution that aimed at connecting hearts to each other, whether between the teacher and the taught or among the learners themselves. Tagore started his own movement for self-reliance through his Visva-Bharati. His understanding of nature and dissemination of the knowledge process through the elements that control the body, mind and soul of human beings has made Visva-Bharati a unique global village. Visva-Bharati located in the twin campus of Santiniketan and Sriniketan, has as its motto - "Where the world makes its home in a single nest". Establishing a link with the world was one aspect of the Santiniketan, Visva-Bharati ideal of totality from its very inception. On the other hand was its ideal of total activity, the attempt to make education relate to life in all its aspects. Sriniketan was deliberately made into a laboratory for this endeavour although the spirit of it was always there in the Santiniketan education. Visiting the villages and getting acquainted with them had, for instance, been part of the curriculum for the students and teachers of Santiniketan.

Tagore was convinced that education cannot be imparted fruitfully and meaningfully unless the teachers are close to the students and hence chose the ancient *tapovan* (hermitage) model of education. In this system, teachers and pupils lived together and education was imparted in the freedom of nature without unhealthy competition and routine examination. It was obligatory for the teachers and students of the school to visit the neighbouring villages to probe and understand the problems of the villagers. He explains the significance of Visva-Bharati - "If schools in a true sense are established in India, then its sciences of economics, agriculture, hygiene and in fact all its operative sciences, should be spread out to the surrounding rural areas, centering around the original institution. This institution will then occupy the central place of Indian life style. This institution will arrange tilling the best way, look after the cattle and weaving in ideal manner and by adopting cooperative method will achieve financial self-sufficiency. They will have to associate with neighbouring residents intimately; I have proposed to name this kind of institution as Visva-Bharati".

The aim of education for Tagore is to realize the 'complete man', the 'eternal man', and the 'universal man' in one's being. Tagore was unsatisfied with the popular method of education which according to him is not useful for practical purposes

and which cannot properly educate man to be a 'universal man'. Tagore emphasized that man is essentially a social being and hence his ideal of education should be - to help him to be a useful member of the society, to be a good citizen of the country. He believed that man is at the same time social, political, and spiritual, and hence his education aims at development of all aspects of man's personality. For proper education he gives much stress on the surrounding atmosphere.

He said that education should not only be informative, but it should make our life in harmony with all existence. According to him that ideal can best be realized - in the model of 'Tapovans' of ancient India. In Santiniketan, he founded his school in natural surroundings, a modern form of ancient 'ashramas' of India. The education which students acquire from only books cannot help them in their social life, but when they come in contact with living persons and nature, they can get the best education. He says, "Where mind is developed, there should be open space around it. In nature one's mind can get that open air variously and beautifully." According to Tagore the aim of education is to strengthen our sense of values as well as to provide us training to apply them.

SRINIKETAN EXPERIMENT AND DEVELOPMENT:

Tagore believed that the soul of India lies in her villages and only when the villages are awakened and rose to its full potential, will India be truly independent and usher in a new era of social and economic order with justice, which is the main idea of decentralization. It has been widely recognized that the education shapes the life of a person and exposes the lifestyle and occupation depending upon the level of education. Values are the outcome of education one receives from the family, social environment and educational institutions. Tagore believed that the education of the people would help to change their attitudes and behaviours to a great extent, which will empower them to think positively and contribute meaningfully to self and the society at large. He felt that the care of semi-starved, malaria-stricken people, who live in poverty and despair, had to be included in the scheme of education. In order to help them to enjoy health and physical well-being villages had to be reconstructed, and the old civilization had to be reviewed in the light of the new.

Rabindranath Tagore, the greatest poet of the modern India and visionary, was basically a humanist and his heart ached in deeply at the distressing conditions of the villagers who were reeling under acute poverty and suffering from malnutrition, ill-health, various ailments and illiteracy. For improving the conditions of these deprived villages, Tagore initiated the "Sriniketan Experiment" in 1922 in Visva-

Bharati and which was later on acknowledged and acclaimed even by the outside world as an eminent institution. In the words of Tagore, the object of his programme was "to bring back life in its completeness into the villages making them self-reliant and self-respectful, acquainted with the cultural tradition of their own country and competent to make an efficient use of modern resources for the improvement of their physical, intellectual and economic conditions". Tagore's mission of rural reconstruction was based on four principles - self-interest, self-respect, self-reliance and joy in work. Tagore wanted to construct the villages in such a way that the villagers would be self-sufficient in all their needs. He wanted to make a 'complete man' of each person and make the people aware of the larger society through appropriate education, and inspire them to cultivate a spirit of cooperation and self-reliance.

A thorough reconstruction of the socio-economic life of the villages and an integrated programme for the solution of the problems of agriculture, industry, health, education and recreation worked out by the effort of the villagers themselves, were to Tagore, the mainstay of his rural reconstruction programme. Thus, Sriniketan was concerned with the improvement of the methods of traditional cultivation by helping farmers to adopt new farming technologies, hybrid variety of seeds, better fertilizer and pesticide; combine Indian traditional arts to foreign arts and develop artifacts into our culture; improve health conditions with due preventive and curative care; improve the village sanitation; train rural artisans with modern equipment and organize credit and consumer cooperatives of different kinds to ensure self-help. In other words, the idea was to develop human resources, make use of the available resources and develop sustainable rural organizations on cooperative principles.

For the improvement of the living condition of village India in a synthetic way Tagore thus felt it essential to reconstruct the degenerating social and human dimension of the villages by inculcating the spirit of self-reliance among the people. Instead of trying to improve the economic, health, social, or civic dimensions separately in terms of development inputs from outside, Tagore emphasized the reconstruction of the constructive as well as the creative spirit of man, reinforcing the ambience of pleasure and collective conscience.

The rural reconstruction programme as envisaged by Rabindranath took its full form when Leonard Elmhirst came from England and joined it at the end of 1921. Kalimohan Ghosh and Gourgopal Ghosh, two teachers from Santiniketan along with ten students started the work with Elmhirst. The area centred on Sriniketan

and the Institute of Rural Reconstruction was formally established in 1922 within his broad educational philosophy at Visva-Bharati. The *Surul Samity*, which came into existence in 1922 had already started the Sriniketan work under the Surul Department of Agriculture. At the beginning, Elmhirst took up the task for agricultural improvement in the villages. But Rabindranath wanted a total improvement in the village taking in agriculture, education, health and social living together. Elmhirst soon appreciated the importance of this approach. Sriniketan's contribution to village reconstruction work is this concept of a total approach.

Initially the activities of Sriniketan were three fold. These were - (a) Research and Experiments; (b) Training and (c) Extension and Development. For research and experiment in agriculture the Surul farm was started in 1922. Chemical manure was used here for the first time in 1926. Villagers from the surrounding areas watched the results keenly. Needless to add, increase in the productivity of land was the primary object of the Sriniketan work. At the same time, organizing a health programme for general medical care and the eradication of malaria were equally important. The Sriniketan dispensary was established in 1923 and the cooperative health societies in 1932. Sanitation work in the villages, the clearing of jungles, the spraying of kerosene oil into *dobas* and pits were also being implemented. All these works were not confined to the territorial boundary of Sriniketan. These measures were taken to the surrounding villages, and Sriniketan was the centre for research, experiment, training and extension for reconstruction. At the centre, economists, agriculturists, social workers, doctors, midwives and specialists in various fields of rural industry and education experimented and worked together to solve different aspects of rural problems. Villagers came with their problems and tried out some of the results of the experiments in their fields. In addition to all these activities the scout movement was initiated and a *bratt-balak samgathana* (children scouts) was formed in village Mahidapur as early as in 1922. The aim was to make the village self-reliant. It was hoped that the mobilizing of the children would draw in the elders. As more villages joined the Sriniketan experiment, an approach had to be devised to involve the boys in each village and the *bratt-balak* method was found to be simplest and the least expensive. The objective was to awaken in the minds of the village elders, torn by dispute among themselves, the need for cooperation as well as the spirit of self reliance and confidence.

Education in itself became a major part of the Sriniketan organization in the first decade of its existence. There were different levels at which education was imparted. The *Bratt Balak* method was one. There was also Sriniketan's extension

service. In addition, the Sriniketan authorities invited apprentices from villages on stipends of twenty rupees to be attached for a year or more to the different departments of village organization, agriculture and industries, health and sanitation.

At Sriniketan there were four different educational institutions: the *Stiksha-Satra* (1924) for village boys, the *Loka-Stiksha Samsad* (1936) for those who wanted to study without going to school and college, the *Stiksha-Charcha Bhavana* for village school teachers and the *Diploma in Rural Reconstruction* (1922) for college students. A fundamental premise of the Sriniketan education was in its teaching of handicrafts which included leather work, weaving, book-binding, needle-work, pottery, wood carving and block printing handicrafts taught at *Silpa Bhavana*.

One of the major efforts of Sriniketan was in setting up cooperative societies. The Visva-Bharati Central Cooperative Bank was established in 1927. The Cooperative Society was established in this area for agricultural credits, irrigation, granaries etc. This kind of work could be done on the basis of village surveys. Sriniketan took up such surveys from the beginning. Specialists depended on these surveys for their total approach to the village. The Sriniketan programme underwent a change in the late thirties. The comprehensive development of selected villages, however, continued as also the idea of making villages self-reliant.

Present Intervention on the Ideal of Tagore

Rabindranath Tagore started the Sriniketan experiment on Rural Reconstruction long back in 1922. It has been actively engaged in ameliorating the condition of the villagers since its inception. This rich traditional base of earlier extension works at Sriniketan has facilitated our formulation of need based approaches to rural development and extension work which suits the present socio-economic framework.

Tagore's thoughts on village problems, when put together, give us a complete picture of his ideal of rural life as also of the methods on which he would rely for its realization. But thoughts alone did not, however, satisfy him. He made a deliberate attempt to give practical effect to the ideas he preached on a more systematic basis at the Institute of Rural Reconstruction at Sriniketan, Visva-Bharati.

Gradually after Independence, rural India is witnessing exciting changes in terms of peoples' articulation of new demands, gender assertiveness, environment consciousness, grass root movements and decentralization. Simultaneously, dimensions of rural development and its problems are assuming greater complexities

due to the emerging socio-political scenario in India. Keeping parity with the emerging situation, Visva-Bharati has reorganized its activities and adopted an integrated approach to work in three vital areas of development viz. Research, Extension and Training. The Institute of Rural Reconstruction has been actively engaged in improving the condition of the villagers since its inception. The idea is to encourage the villagers to become self-reliant through participatory approaches by formation of Self-Help Groups, Youth Organizations, Mohila Samities, Brati Balak organizations and many others.

Let us now discuss the various programmes organized by Visva-Bharati towards rural reconstruction of the villages around Sriniketan.

1. Strengthening Village Development Societies and Mohila Samities

One distinctive feature of the villages in rural Bengal is the existence of a large number of community based organisations. The area of operation of the Institute is now extended over 46 villages under 8 Gram Panchayats in 2 Blocks namely, Bolpur-Sriniketan and Illambazar in Birbhum district. A total 40 Village Development Societies (VDS), 10 Mohila Samities and 1 Health Society are motivated to organise reconstruction activities in the villages. All categories of the people of the village become members of these VDSs. For the purpose of proper monitoring and effective supervision of the programmes and activities, different sub-committees have been constituted at the village level. All the extension programmes of the department are being implemented through active co-operation of the Village Development Societies, which is an ideal idea of decentralization and active participation of the community. For the purpose to carry out the extension activities effectively in the villages, meetings have been conducted with the representatives of the societies for necessary consultation. The strategy adopted by Sriniketan for its rural reconstruction intervention was to identify prospective community based organizations that already exists in the adopted villages or form new organizations and empower them to become a powerful vehicle of rural development. The objective of this programme is to make the programmes truly people oriented and participatory.

Women are considered to be the most important part of the society. The need for formation of Mahila Samities in the command area villages of Visva-Bharati was to address the social issues particularly of women in the villages. Besides that, these women groups also act as pressure groups in decision making processes while implementing any developmental programme in the villages. From this point of view and for effective implementation of the programme, 10 Mohila Samities are formed

in ten villages. In connection with women empowerment, different types of awareness and training programmes have been conducted with active support of the Mohila Samity members and Self- Help Group members.

II. Broti Balak Organization:

It has been mentioned earlier that among the various activities of Sriniketan, "Broti Balaka Samgathana" (Village Boys and Girls Scout) is a major one. At present through this kind of activities the children of the age group of 6-14 years are mobilized into groups and motivated for welfare activities. The basic objective of the programme is to develop a Second Line of Leadership among the children of the villages who will shoulder the responsibility of the community in future. The other objectives of the programmes are :

- * To develop active leadership.
- * To undertake physical exercise.
- * To develop an awareness of natural equilibrium & environment education.
- * To develop the spirit of Community Services.

Rabindranath Tagore availed the opportunity to establish the 'Broti Balaka Samgathana' for the first time in Mohidapur village in 1922 with the idea of self-help. He thought that if the youth group were actively involved, the older people would automatically come forward in the development process. He also felt the need for formation of such groups, because at that time the villages were passing through a period of social and emotional disorganization, narrow mindedness and superstitious beliefs, which were the main hurdles for the development of the society. The Broti Balaka movement was considered as a step forward towards the integrated process of development.

At that time the 'Broti Balaka' performed different activities including taking care of patients, fire-fighting, social service, providing their labour for development work, acting, playing etc. Through proper organizational structure, the Broti Samgathana was created. For this purpose, some of the officials and students of the then 'Sriniketan' were sent abroad, from where they would get the idea and concept of youth movements, which helped them to organize the Broti Balaka Movement more scientifically and systematically.

It was mentioned earlier that the basic objectives of the Broti Balaka Samgathana is to build up the human being from his childhood in such a manner that he/ she would be able to shoulder the responsibility of rural reform and social responsibility in future. The students, who came to Sriniketan for the purpose of

study, were guided by the idea and philosophy of Broti Balaka Samgathana. After completing their study they returned to their respective villages and organized the movement/ activities.

Keeping the basic aims and objects, presently Visva-Bharati organizes the Broti Programmes both for the boys and girls group of its command area villages. The activities under the programme are as follows :

a) **Physical Exercise** - • Drill exercise • Free hand exercise • Yoga (asana) exercise • Games and Sports.

b) **Mental Exercise** - • Cultural programmes. • Drawing exercise. • Publication of magazine. • Excursion. • Recitation. • Gardening. • Nature observation.

c) **Social Service** - • Village and Area/ community cleaning programme. • Rally for awareness generation. • Organizing camps. • Other social service programmes according to the need of the community. • Campaigning/ Propaganda on different social issues.

d) **Individual Interest Promotion Programmes** - • Train them in handicrafts items. • Other programmes according to their needs.

Beside the above, emphasis is given on finding out the dropout children and sending them in the formal school system, reducing of illiteracy among them and motivation for the master of the working children for not involving them in hard work.

The programme of Broti Balaka organization is being supervised by two voluntary workers within the village (males - for boys groups, females- for girls group), who are known as *Nayaka/ Nayika* (The Leader) and *Saha Nayak / Saha Nayika* (Assistant / Deputy leader). They are basically the grass root level organizers. Each and every year, the Institute organizes a training programme for them where they get an idea about the philosophy and activities of the Broti Balaka. After successful completion of the training they go back to the villages and formed different groups. Throughout the year, the boys and girls are being engaged in the above mentioned programmes. Considering the characteristics of the organization, we may say that, Broti Balaka Samgathana is an initial and pioneer movement of peoples' involvement and motivation in the development process in India.

III. Rural Library Services

Tagore had realized that the children fall back into illiteracy after a short education in schools. The reason behind it is the fact that they do not have access to

books. From the very inception of its work, Sriniketan had introduced its own scheme of *Chalantika* (Mobile Library) services. Keeping in tune with the founder's initial efforts to spread adult literacy, Sriniketan continues to intervene in this direction through a network of 37 rural libraries in the affiliated villages. Rural libraries were conceived not just as a place of lending books and periodicals, but to also serve as a nodal center that caters to information, literacy, awareness of culture and literature, recreation, and discussion center. The objectives of this programme was to develop reading habits among the villagers, to use the library as a cultural communication and continuing education center, to develop self-reliance and self-confidence among the young readers, to provide all updated information regarding modern and advanced science and technology and retention of acquired literacy skill for the neo-literates. This is a centre for sharing, sustaining and strengthening the knowledge base of the people. The Rural library programme is highly participatory, where volunteers from the community function as the Librarian and Assistant Librarian on a voluntary basis.

IV. Self Help Groups (SHGs)

Since the early eighties, the Government of India and the Non-Governmental Organisations (NGOs) have a variety of programmes under different sectors of development to ameliorate the working conditions of women and raise their socio-economic status. Recently, the GOs, NGOs and other Extension departments are trying to improve the condition of women through Self Help Groups. It is the watchword especially in the context of poverty alleviation and rural development because rural poor especially rural women are too unorganized and powerless to be individually able to better their lot in society. In this context, Self Help Group (SHG) has emerged as the most successful strategy, in the process of participatory development and empowerment of women. Today, self help group movement is being increasingly accepted for the empowerment and active participation of the rural women in the development process. As a part of Women Empowerment and Community Empowerment Programmes, 107 Self-Help Group (SHG) have been formed by the Institute. The main objectives of the programme are-

- i. to grow the habits of savings among the community.
- ii. to enable people to pool their own resources in the form of savings in order to create financially viable and sustainable revolving loan fund for meeting their credit needs.
- iii. to enable self help groups to mature as institutions where the people may discuss and find solutions to their common problems and gain confidence by developing managerial skills for managing the group funds.

- iv. to develop cooperation in the community.
- v. to develop leadership in the community.
- vi. to improve the socio-economic condition of the rural people.

V. Health Extension

Health extension programme was an integral part of Sriniketan since its inception. The health status of the people and health services available around Sriniketan were very poor. The apparent solution adopted by Sriniketan towards the health needs was to provide treatment for ailments. For better health services, the health cooperative society was established under the Sriniketan experiment in 1932. The primary objective of the health society is to promote the welfare and prosperity of villagers by improving public health and providing cheap medical relief. In addition to treatment, the health societies took care of anti-malaria and other sanitary measures, first aid training and also medical examination and health education. The experiment with the health cooperative societies under Sriniketan was success. Foremost, the societies run by the villagers themselves are an excellent example of self help and cooperation both from financial as well as organizational point of view. Sriniketan's role was limited to that of a facilitator by offering subsidy in small measures and helping in organisation development of these societies through its village workers and health extension organizers.

Presently there is only one health cooperative society operating in the district, the Surul Swastha Samity which remains as reminder to Tagore and the history of cooperative movement in the State. This Samity regularly organises free eye operation camps and other health related activities under the supervision of Visva-Bharati. With the increasing access to primary health care services, Sriniketan had already withdrawn from the scene in providing medical treatment.

Under this programme, patients in the command area villages were given financial assistance for the purchase of medicine. From time to time free medical check-up camps are organised. Sensitising villagers specially the women regarding health situation is the key objectives and for that Sriniketan organise health awareness camps in the command area villages with close collaboration with the Block Primary Health Centres.

VI. Agricultural Extension:

The villagers of this locality are mainly dependent on agriculture and allied activities. A number of extension work in the area of animal resource development and allied occupations in agriculture are being promoted to encourage the villagers

to find main as well as subsidiary source of income. Visva-Bharati provides necessary technical and scientific know-how as and when necessary to improve agricultural production, dairy and poultry farming, pisciculture, piggyery etc. The people also have accepted the services of the Institute as the way to improve total quality of life and adopt scientific ways of farming right testing of soil to application of manure and use of pesticides in rotational manner as it relates to their livelihood system and the main and only source of income of the people in the area. The new experiments in the means and methods of cultivation were the thrust for implementation in the adopted villages.

Agriculture Extension work is one of the activities which the department carried out with the close collaboration of the Dept. of Agriculture and Rathindra Krishi Vigyan Kendra, Sriniketan. This Department generally promotes awareness relating to agriculture and assist the departments in extending agriculture extension work in the villages.

VII. Development of Crafts

Once Sriniketan was established, the Poet intensified his efforts towards development of crafts and cottage industries to help the rural poor. Training and production in lacquer work, handmade paper, carpet weaving, weaving of silk, pottery, tannery, woodwork, sari printing etc. were started through Silpa Sadan. Silpa Sadan (formerly, Silpa Bhavana, literally meaning the Home of rural Crafts and Industries) came into existence in 1922 at Sriniketan. Craft Promotion and revival of traditional crafts is the main objective of this programme.

Various crafts promotion training programmes are organised with a view to generate among the villagers the spirit of self employment. Formal courses on handloom weaving, woodwork, batik, pottery, artistic leather work, book binding and the like were introduced. Artistic designs are also supplied to the local artisans to survive in the competitive market. After completion of the practical oriented courses most of the youth become entrepreneurs. The production unit of the University supports the trained people of the locality. Exhibitions and sales counters are opened during *Pous mela*, *Magh mela* and *Basantosov* to patronise the rural artisans.

VIII. Other Activities

Self-employment oriented training programme, awareness and sensitization programmes are conducted as per the need of the community for the development of the beneficiaries.

As a part of promotion of games and sports, the village Development Societies of the command area were facilitated with minimum financial assistance to purchase different sports materials like footballs, volleyballs & net etc for their youth. They organize different competitive sports programmes in their respective villages.

To revive the traditional folk culture in general and to encourage the creative potential through this traditional art in the rural areas, different types of folk cultural programmes are organised by the members of the village development societies.

CONCLUSION

The Sriniketan Experiment through recent initiatives enables full involvement of the people in the process of decision making, planning and implementation. As the government alone cannot do everything, energies of the rural people have to be channelised so as to enable them to participate in the development of their area. Therefore, popular participation is viewed as an essential instrument which helps in assessing the needs of the people, wider involvement in decision making, mobilising local resources, planning and implementation. The Institute of Rural Reconstruction was established at Sriniketan primarily as an extension of his education system initiated at Santiniketan to the surrounding villages and be viewed as a centre for experiments in Rural Reconstruction.

Rabindranath was, in fact, a pioneer in this experiment in Rural Reconstruction in India, and the Institute developed by him at Sriniketan soon became a model for rural development elsewhere. The Institute was admitted as a pioneering one to carry out practical research into the problems of rural life. Sir John Russel, Director, Rothamstead Institute in England visited the Institute in 1937. He was very impressed and said "Altogether this village work appeals me as being among the best I have seen in India, being inspired by the spirit of human interest and an intense desire to do all that is possible for improving the life of the village in all its aspects".

Tagore wanted to reconstruct the villages in such a way that the villagers will be self sufficient in all their needs. He never approved of doling out favours to people for the purpose of their own development and hence of their villages. He believed in helping villages to build up or improve skills so that they can be self reliant through entrepreneurial ventures. In fact, his idea to "help people to help themselves" has ultimately come up as truth. Till today, Visva-Bharati is trying to apply the ideas and ideals of Tagore's rural reconstruction (Sriniketan) experiments.

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ACQUISITION AND LEARNING IN FUTURE CLASS ROOMS

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Abstract

The term 'acquisition' has different meanings in different fields of study like law, political science, medicine, and psychology. The word became current only after 1980s, especially in the context of language learning and cognitive psychology. It has acquired its special meaning in cognitive psychology and language learning/teaching due to the influential works of Noam Chomsky. In the domain of pedagogy of language 'acquisition' refers to the natural, spontaneous way of picking up of a language in a social setting. Acquisition is generally contrasted with 'learning' which means an artificial, unnatural and enforced way of picking up of language in a formal set up. Learning is generally associated with a second language and acquisition with a first language or mother tongue. But now there is an effort to apply the naturalistic acquisition principle in second language teaching. Thus we have a new concept called 'second language acquisition' (SLA). Chomsky believes that human brain/nervous system contains a mental structure that includes an innate concept of language and for this basic grammatical components of all human language are strikingly the same. For acquisition, we need to develop certain skills like cognitive skill, metacognitive skill and to include these skills several new concepts of curriculum have emerged like Centrifugal Curriculum (Ben Williamson), Universal Design of Curriculum (UDC), and Curriculum of Future-Education 2025 (Mike Schmoker).

Key Words : Acquisition, Cognition, Curriculum, Learning, Language Learning, Innateness.

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Introduction

The dictionary meaning of the word Acquisition is 'learning or developing of a skill, habit or quality'. Apparently, it encompasses so wide range of objects that it is used in many disciplines like Law, Political Sciences, Medicine etc, with variety of meanings. Very specific use in Psychology, almost in the sense of terminology, can be noticed in the experimental studies of Classical Conditioning and then in Skinnerian conditioning also. Broadly it refers to the process by which the respondent successfully achieves a new behaviour due to conditioning. Extinction is the opposite process of removing an acquired response from the typical behaviour pattern of the organism. According to the principles of conditioning, acquisition is partly or totally, externally controlled process of developing a new way of responding to a specific type of stimulus even if it is widened by stimulus generalisation. Naturally, this is relatively a narrow concept of acquisition. But, undoubtedly, acquisition in the above sense is the first step of certain types of learning.

Apart from the behaviouristic studies, acquisition earned a berth in Cognitive Psychology also. The experimental studies of Ebbinghaus in memory can be broadly termed as behaviouristic approach, although the term behaviourism was not coined during his time. But since the time of Bartlett (1932) and then Tulving (1972 & onwards), the process by which the memory storage is acquired and retrieved has been a topic of extensive and in depth study. Acquisition of memory storage, its mental representation and retrieval failure continue to be the research objects still today. But whatever the theoretical position be we should not hesitate to agree that acquisition of memory storage is one of the key features of learning.

The most significant contribution of cognitive psychology with practical use in class room teaching is about acquisition of cognitive skills. Contemporary educational psychologists are convinced that, instead of building up enormous memory storage, it is useful and essential to help acquisition of basic cognitive skills, that is, not to teach for acquisition of information but to teach, how to learn. This aspect will form a major issue in the future class rooms and therefore, deserves a little further elaboration which will be taken up duly.

The fourth field where acquisition is a major topic of research is Child Development, Language Development to be specific. Acquisition of language has been an important object of research since 1950s both theoretically and empirically, but the real breakthrough was achieved only during 1980s. Since acquisition of cognitive skills and that of language are closely related, at first a few words about language acquisition and then about acquisition of cognitive skills will precede discussion on the proposed future class room teaching and learning.

LANGUAGE ACQUISITION

The interactionist view of development asserts that language development is a process that begins early in infancy, and depends crucially on skills from a variety of domains including perception, cognition, motor development, and social development. It includes not only the acquisition of the first single word but also its meaning and grammar. Phonology, semantics, syntax, and pragmatics are the exact terminology used in language development. It is not the appropriate place for even providing the glimpses of what the psychologists have achieved on the language development in infancy because it is impossible also. Only the major theoretical views will help to realise how and why the future class room teaching learning may rely upon acquisition of cognitive skills.

There are four theoretical views explaining language development.

The book 'Biological Foundation of Language' authored by E. Lenneberg (1967) embodies his theory and studies emphasizing that language is acquired due to the species specific inherited biological characteristics (the genes) that are unfolded in the cultural context of an individual. He asserted that all human languages have some basic features common to them which is only possible with a biological foundation. The genetic epistemology of Jean Piaget also holds an identical view.

The imitation theory of language has long been discarded and replaced by the learning theory of B. F. Skinner which is now well known to all. It asserts that words, their meanings, syntax and pragmatics are all reinforced by appropriate reinforcement. But the process of language acquisition in fragmented reinforcement can hardly justify how the vast language storage with all its richness and variety is reinforced. However, its role in language acquisition cannot be totally ignored.

The Nativist Theories are perhaps the most discussed and debated ones which take many forms. Out of these forms, the theory proposed by Noam Chomsky (1968, 1969) occupies a distinct position. He argued that human nervous system contains a mental structure that includes an innate concept of language and it is due to that reason the basic grammatical components (e.g., subject, verb etc.) of all human languages are strikingly same. Thus the theories of Lenneberg and Chomsky have a common point that human beings are biologically predisposed to acquire language. Also, some other nativists agree that language is an abstract system which cannot be learned by way of traditional learning principles.

So far the theories of language development have ignored the role of children in the acquisition of language. Modern theorists, however, think that children play

more active role in acquiring language in comparison to the passive role proposed by other theories. Language acquisition through social interaction has two aspects, one, actively using the language information for formulating internal hypotheses and testing in interaction and the other, the role played by the parents and other people as facilitators who take part in the interaction. This aspect plays a significant role in the teaching and learning of language in the class room. As for example, 'Motherese', the motherly way of speaking to the infants, facilitate language acquisition during the pre-speech and early speech period. However, an important milestone in the language acquisition is the development of metalinguistic awareness which in turn is closely related to the acquisition of Cognitive skills.

ACQUISITION OF COGNITIVE SKILLS

Cognitive skills are simply the abilities associated with our thinking, problem solving and similar other.

Cognitive functions. Broadly speaking, acquisition of cognitive skills by children involve three stages,

a. acquiring a single principle or rule of problem solving, (b) the initial stage of acquiring processes of knowledge and strategies, (c) the stage of acquiring the complex strategies. If we replace problem solving by acquisition of knowledge, the above mentioned stages hold quite good. Also, the process of acquisition of language has a striking similarity indicating that all cognitive functions are psychologically well integrated.

LEARNING

It is difficult to erect a boundary wall between learning and acquisition showing where one ends and the other begins. Some authors believe that learning requires the explicit or overt introduction of knowledge and acquisition requires the creation of situations that allow knowledge to be internalized subconsciously. From that perspective, we can approach acquisition and learning in two mutually inter-dependent ways.

- a. Inculcation of metacognitive processes involved in problem solving and internalization of knowledge at any level.
- b. Pedagogical strategies facilitating overt learning.

Future class room teaching is being increasingly leaning towards the former approach. Before explain this point of view, it is to be clarified that as it has been mentioned earlier, the acquisition of language and cognitive skills must not be isolated from one another because, everywhere, learners are required to learn a second language, be it in a bilingual or monolingual environment.

METACOGNITION

The meaning of metacognition is the knowledge, awareness or belief about one's own cognitive processes. It is thinking about thought process, cognition of cognition. The idea of metacognition can be traced back to Aristotle, and still earlier in some form in the Indian dictum 'Atmanang biddhih' (know thyself). But the term metacognition got prominence in the 1970s due to the works of John H. Flavell who primarily emphasized the developmental aspect of the term. In 1977, Richard E. Nisbett and Timothy D. Wilson provided convincing evidences that people are often unaware of their inner mental processes as, when questioned, their account of problem solving is erroneous and misleading. This shows why we need to consciously acquire metacognitive awareness through appropriate programmes.

In an excellent article published by Edward de Bono (1983), the author proposed a programme for direct teaching of thinking skills. There is no scope of presenting here the details of his programme, but the four levels of his scheme may be mentioned.

Level I - A general awareness of thinking as a skill. A willingness to think about something. A willingness to explore around a subject A willingness to listen to others.

Level II - A more structured approach to thinking, including better balance, looking at the consequences of an action or choice (taking other people's view into account), and a search for alternatives.

Level III - The deliberate organization of thinking skills as a series of steps. A sense of purposive thinking.

Level IV - Fluent and appropriate use of thinking skills. Definite consciousness of the metacognitive level of thinking. Observation and comment on the thinker's own thinking. The designing of thinking tasks and strategies followed by the carrying out of these tasks.

These general principles were experimentally executed in problem solving at Cambridge, U.K., in programme called Cognitive Research Trust, (acronym - CoRT). But the credit of most impressive and extensive work on the development of thinking skill, the process of mediating metacognition goes to Arthur L. Costa (1984). He suggested some effective strategies for mediating metacognition. Briefly, the strategies are as mentioned below :

- ❶ **Planning Strategy** - Prior to any learning activity, teachers should point out strategies and steps for attacking problems, rules to remember, and directions to follow.

- ✧ **Generating Questions** – Regardless of subject area, it is useful for students to pose study questions themselves prior to and during reading their textual materials.
- ✧ **Choosing consciously** – Teachers can promote metacognition by helping students explore the consequences of their choices and decision prior to and during the act of deciding.
- ✧ **Evaluating with multiple criteria** – Teachers can enhance metacognition by causing students to reflect upon and categorize their actions according to two or more sets of evaluation criteria.
- ✧ **Taking credit** – Teachers may cause their students to identify what they have done well and to seek feedback from their peers.
- ✧ **Outlaw 'I can't'** – Expressing inability to perform or any form of passivity should be outlawed from the very beginning.
- ✧ **Paraphrasing or reflecting back students' ideas** – When required, teachers can elaborate, extend or rephrase students' ideas.
- ✧ **Labelling students' behaviour** – When teachers place labels to their students' cognitive functions they become aware of their actions. Examples of labels are, planning, experimenting, making deduction etc.
- ✧ **Clarifying students' Terminology** – Students often use vague, nonspecific terminology. Teachers need to seek clarification and specific terms.
- ✧ **Role playing and simulation** – Role playing can promote metacognition because when students assume the role of other persons, they consciously maintain the attribute and characteristics of that person. Dramatization acts as a hypothesis or prediction of how that person would act in a certain situation.
- ✧ **Journal keeping** – Writing a personal diary throughout an experience helps students to synthesize thoughts and actions and to translate them to symbolic form.
- ✧ **Modelling** – Of all the instructional techniques suggested, the one with the greatest probability of influence on the students is that of teacher modelling.

However, one of the primary obstacles is that majority of our teachers are not accustomed to metacognitive teaching because they did not experience similar teaching during their own student life, nor they are trained to execute the strategies. Also, in course of the last two decades new thoughts have emerged and are being

practiced in many parts of the world. Future curriculum frames, teaching-learning process and evaluation procedures envisage to incorporate a set of characteristics within the programmes that essentially help learners in the acquisition and learning from a holistic perspective as well as living in a technology dominated world.

FUTURE CURRICULUM AND LEARNING

In many parts of the world experimental curricula are under active research programmes with an eye towards the needs of the future world. Existing school curriculum is being considered to be too rigid to full justice to all needs and diversities among the student folk. The initiative taken by the UNESCO, resulted in the programmes like, Teaching and Learning for a Sustainable Future. There are other programmes also but for the sake of brevity, only three are being mentioned briefly.

Centrifugal Curriculum – The basic idea was provided by Ben Williamson. The main feature of this type of curriculum is decentralisation of curriculum and evaluation with minimum control and maximum resource planning and mobilisation. The schools can take decisions autonomously, either in isolation or in cluster, on the basis of some guidelines but they will be accountable to the students, parents and the society. A programme of similar nature is currently in operation in San Diego, USA, named as 'High Tech High'. It is based on an integrated curriculum and networking of the schools. In UK, about 200 schools are running under the name 'Opening Minds' and in New York, one school is experimenting with a programme 'Quest to Learn'. All these programmes are competency based.

Universal Design of Curriculum – This type of curriculum was introduced in Australia in the year 2005. Main features of this curriculum are –

- ⊛ Alternative format.
- ⊛ Alternative contents.
- ⊛ Alternative activities.
- ⊛ Links to learning net works.

Briefly, the UDC has many alternative versions of curriculum with the core components remaining same. Learners have freedom to choose not only the curriculum but also the pattern of learning and assessment. Teachers also enjoy freedom in respect to selecting the teaching strategy and the nature of activities for keeping the learners active and engaged. Assessment is holistic and learning is integrated. All schools and teachers remain essentially connected to resource centre.

Curriculum of the Future – Education 2025 – This idea was advocated by Mike Schmoker. According to him, the future school curriculum should comprise only the essential subjects, contents and concepts. Subjects and contents act only as the mediating factors, the main issue is, how the students learn. He emphasized on 'Intellectual thinking skills' and 'Authentic literacy' meaning comprehension of the core attributes of a concept through self activity. The main features are the following :

- ✱ Give freedom to collect information (data) from sources other than text book.
- ✱ Development of reasoning and interest.
- ✱ Development and use of collective wisdom.
- ✱ Concept centred learning, not subject centred.

As a whole the future learning and acquisition of metacognitive awareness have been perceived in terms of –

- ✱ Increasing effectiveness of the present day curricula by extending their scope and making them more flexible.
- ✱ Use of technology a vehicle of both teaching and learning, as far as practicable.
- ✱ Writing new age text books.
- ✱ Giving maximum freedom, considering the individuality and interest of the students.
- ✱ Changing the evaluation compatible with the above changes.

CONCLUSION

We have, for long, borrowed ideas from western countries regarding everything about education. In order to remain in the forward line internationally, it is necessary to some extent. But relying too much upon borrowed ideas is the main cause of our gradual decline in the quality of education, at least in so far as the education of the entire population is concerned. Now, it is time to assess our own needs and capabilities and instead of emphasizing selective quality, we develop futuristic education for the masses. However, this is my personal opinion.

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DYNAMICS OF TEACHERS' STRESS : A MATHEMATICAL MODEL

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Abstract

Stress in human life depends on so many factors. In this paper I have considered only three factors i.e. variables e , g and T . These variables stand for environmental pressure, aggression and tension respectively. Relationship of these three variables with action (A), reaction $^{\circ}$ and internal state (u) is established through equations. Lastly graphical representation, of ($T.g$) and ($e.g$) are shown, which is very much similar to natural phenomena of the psychological system.

Key words : Stress, Frustration, Conflict.

Stress

Stress can be defined as a physical, chemical or emotional state to cause psychosomatic tension. The term stress means pressure, and in human life it represents an uneasy experience. It is an unpleasant psychological and physiological state caused by some internal and /or external demands. For example, as an examination approaches some students experience stress due to the uncertainty about their impending performances. This situation leads to stress in the form of heightened physiological arousal like increase in the heartbeat or discomfort in the stomach.

Stress, however, is not always negative. It has both positive and negative aspects. The positive aspect of stress is termed as **eustress**. When someone succeeds in a tough examination or shows high level of accomplishment then positive stress is experienced. The negative dimension of stress is known as **distress**. Thus when we suffer due to death of loved one or loss of job we experience distress.

A minimum level of arousal is necessary for good performance, but beyond that level, arousal causes deficiency in performance. It should also be noted that certain level or optimal amount of stress is necessary for remaining active. Stress becomes problem when it is too low or too high. As we are unable to cope with very high level of stress at the same time very low stress also makes us inactive and inefficient.

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Aetiology of Stress

Stress brings forth a state of imbalance. Now, we shall set out for searching the aetiology of stress. Two major and familiar causes of stress are :

- a) Frustration, and b) Conflict.

In addition, there are environmental stresses caused by pollution of various chemical and biological substances and degradation of environment which is caused by deforestation and other types of human interventions and natural disasters.

The First law of Psychological Systems

The interaction of psychological systems with their environments will be analyzed in terms of three variables :

- a) Action, b) Reaction and c) Internal State

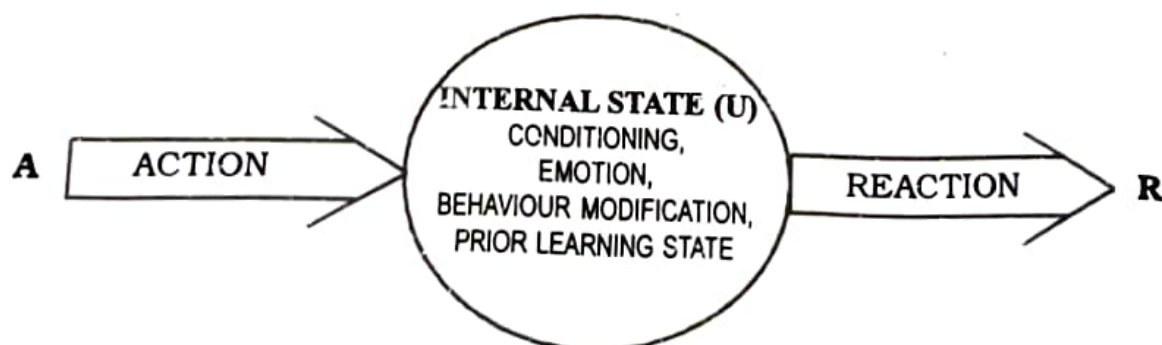
These terms are substitutes for such designations as -

- a) Stimulus.
b) response.
c) various other descriptors of the individual system in terms like conditioning, emotion, behaviour modification, or prior learning state.

Action - The term action refers to effects on the psychological system produced by an outside agent or event. Common examples are "punishment", punishment obviously being a negative action on the system.

Reaction - The term reaction is some act produced by the organism, the psychological system that is directed against the environment.

Internal State - The internal state is the quantity that represents the change in the psychological system as a result of the interaction.



We now consider a small, i.e., a differential action and we consider the differential responses to this, the differential reaction and the differential change in the internal state. We postulate that the differential action (dA), in given appropriate measures, will be equal the sum of the differential change in the internal state of the system (dU) plus the differential reaction (dR) :

$$dA = dU + dR$$

(1)

This expression is the exact representation of what we are calling the first law of the psychological systems. It is certainly presumptuous for us to call this a law. It is more nearly a hypothesis, or even no more than a relation.

Application of "The First law of Psychological Systems" -

Consider a system that is acted on over an extended time. In this case, we would write :

$$dA/dt = dU/dt + dR/dt$$

The rate of the action on the psychological system is equal to the sum of the rates of change of the internal state and reaction.

The Relation between U and T :

Now let us look at the quantity R, and more specifically, dR. One important manifestation of this reaction quantity is aggressive behaviour as defined in the frustration and aggression hypothesis. If we consider only this form of behaviour, we can write for the differential element of response:

$$dR = e dg \quad (2)$$

That is to say, dR is the increment of reaction produced by the psychological system as an incremental aggressive action dg against an environmental pressure e. Since we have indicated a linear relationship between R and g, the form of Equation-2 presupposes that we are limiting ourselves to situations of systems as well as measures such that linearity is justified. The word "environmental" in the term "environmental pressure" means that e is an observable quantity characteristic of the environment. The concept of "internal pressure" is not to be associated with e.

The quantity A, an action on or against an individual, is distinct from that of the measure "e" that is something in the environment of the individual on which the individual can produce an effect. The environmental pressure on a psychological system has to do with oppressive factors that make reacting more difficult or of a higher risk. The introduction of a bully, oppressive social factors, introduction of a repressive government, and changes in job recognized to be less satisfactory, or less suitable personal associations would introduce factors increasing the pressure. The bully taking physical action or verbal threatening action, a divorce, arrest, or being fired constitute rises in the quantity "A". The presence of recognizable shock plates or electrodes in the cage of a mouse or rat would increase "e", whereas the actual shocking of the animal represents a change dA in "A". Note that in the present case, we are taking a negative point of view as to what constitutes the increase in "e" or "A". This perspective is not necessary, but reflects the Frustration and Aggression

historical perspective. One could (and should) equally introduce the effects of positive social, environmental, and personal factors and effects.

Substituting Equation (2) into (1) gives,

$$dA = dU + e dg \quad (3)$$

Obviously, for events in which aggression is held constant, i.e., in which $dg = 0$, we have :

$$dA = dU, \text{ at constant } g$$

Now the tension T of the psychological system is a measure that is indicative of the psychological system's internal state, U . Changes in U as T changes and as " A " changes while holding " g " constant gives us the relationship :

$$dA/dT|_g = dU/dT|_g$$

The term on the left is the quantity for a slight increase in the action " A ", that is, dA , divided by the corresponding slight increase in the tension " T " that is dT , where variations in " g " are constrained to zero. The term on the right is the quantity for a slight increase in the internal state " U ", that is, dU , divided by the corresponding slight increase in the tension " T " that is dT , where variations in g are constrained to zero. It is likely that for some range of the measure of T , U will vary in a uniform and "linear" fashion. Uniformity, predictability of behaviour is both an evolutionary and social factor that shapes behaviour. This suggests that for most individual's behaviour would be expected to be linear. Where this is the case, we can write :

$$\begin{aligned} k_g &= dA/dT|_g \\ &= dU/dT|_g \end{aligned}$$

or

$$dU = k_g dT \quad (4)$$

Where Equation-3 holds, we can obtain a value for " U " using over a tension change from T_1 to T_2 ; the result is shown in the Equation Figure in the panel to the right.

We also now can write from Equations-3 & 4

$$dA = k_g dT + e dg \quad (5)$$

The State of the Psychological System

Let us now consider additional variables describing the quantity " R " and also look at the state of the psychological system. Based on causality, it is possible to write for a given psychological system an equation of the general form :

$$f(x_1, x_2, x_3, \dots x_n) = 0 \quad (6)$$

Where $x_1, x_2, x_3, \dots x_n$ are all variables necessary to describe the behaviour of the system completely and where f represents the function relating these variables. For every individual, this function will be different. Moreover, the number of variables needed to fully specify the state of the system would be excessive. Nevertheless, since in intense situations the attention of the psychological system will be limited to a few variables, it is feasible to deal with a limited set of variables in the theoretical treatment. In experimental situations, at least, it is possible to hold the remainder constant. After all, the individual is limited in dealing with the environment just as we are limited in our efforts to deal with the individual's behaviour.

While there many variables that we could consider, the dynamics are best treated initially in terms of only a few variables. We have introduced three variables, e, g , and T that if other variables are held constant, can be used to specify an ideal equation of state for the psychological system. Although no equations of state have been experimentally established, it is not difficult to guess at the general features of such an equation in the simplest cases. Consider the relationship between the environmental pressure e and the aggression g , while holding T constant and then between e and T , holding g constant :

H₁ : If we increase the environmental pressure e on a psychological system, while constraining the system to make no aggressive response, then the tension level T will increase.

H₂ : Similarly, if we increase the environmental pressure e in such a way that the tension remains constant (meaning that U will remain constant), we will be able to do this only by allowing g to increase.

Thus, both g and T vary proportionately (in the simplest case) with e . This gives us for the ideal equation of state,

$$Se = gT \quad (7)$$

where S is a constant.

Consider a system that is not subject to any outside action, i.e., $dA = 0$. Equation (5) becomes,

$$k_g dT + e dg = 0 \quad (8)$$

Substituting for e from Eq. (7), this becomes

$$k_g dT + gT dg/S = 0 \quad (9)$$

This equation in integral form,

$$S k_g \int dT/T + \int g dg = 0 \quad (10)$$

Integrated from initial values of T and g , that is, T_1 and g_1 , to become:

$$2S k_g \ln (T/T_1) + g^2 - g_1^2 = 0 \quad (11)$$

Solving for T , we have

$$T = T_1 \exp[(g_1^2 - g^2) / 2S k_g] \quad (12)$$

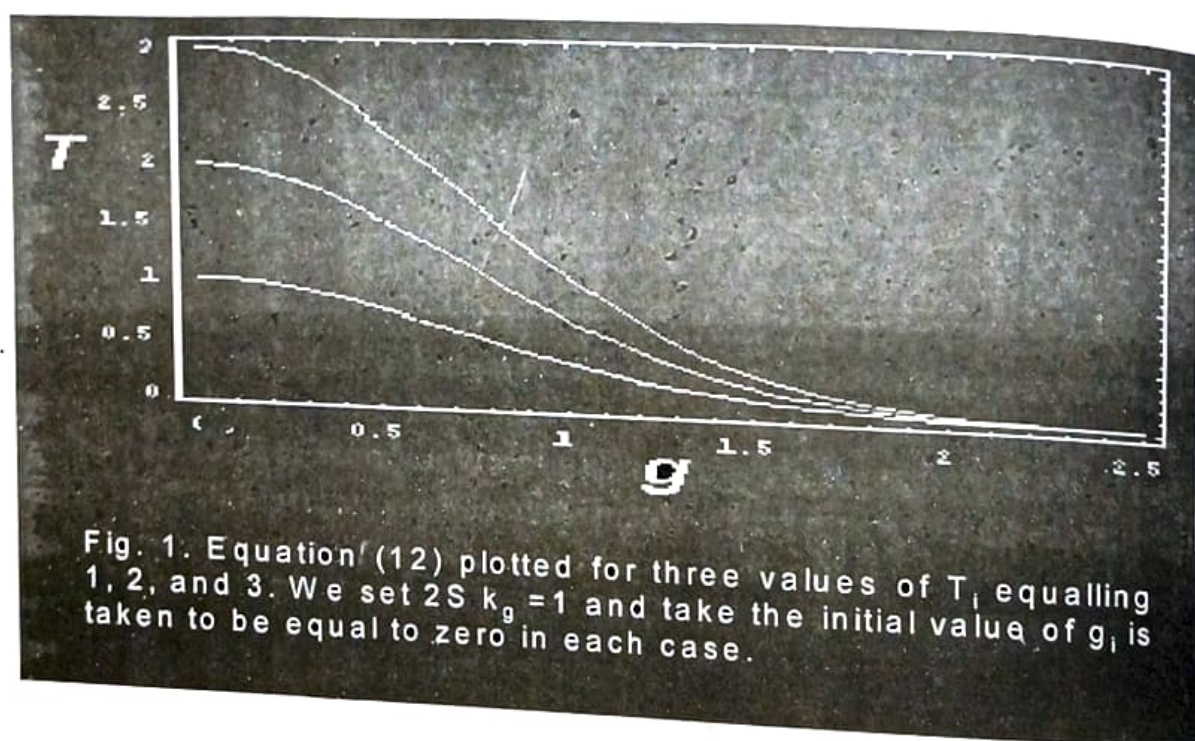


Fig. 1. Equation (12) plotted for three values of T_1 equalling 1, 2, and 3. We set $2S k_g = 1$ and take the initial value of g_1 taken to be equal to zero in each case.

Figure 1 gives a plot of Eq. (12) showing the manner in which the psychological tension T falls off with aggression g in this adiabatic situation, i.e., in which dA is held zero in an ideal psychological system. This shows remarkably just what we should expect, that the tension will fall off with increasing g . Nevertheless, the subtleties are interesting. At high levels of tension, "cooling off" is initially slow, then there is a rapid fall off, ending again with a slow rollover at the end to low levels of tension.

Substituting from the equation of state, Eq. (7) into Eq. (12) we obtain,

$$e = g (e_1 / g_1) \exp [(g_1^2 - g^2) / 2S k_g] \quad (13)$$

This equation shows the variation of e as a function of g where dA is held at zero. Equation (13) is plotted in Figure 2 for values of g_1^2 equalling 0.5, 1, and 2. In addition, we set $2S k_g = 1$ and take the value of e_1 / g_1 to be one.

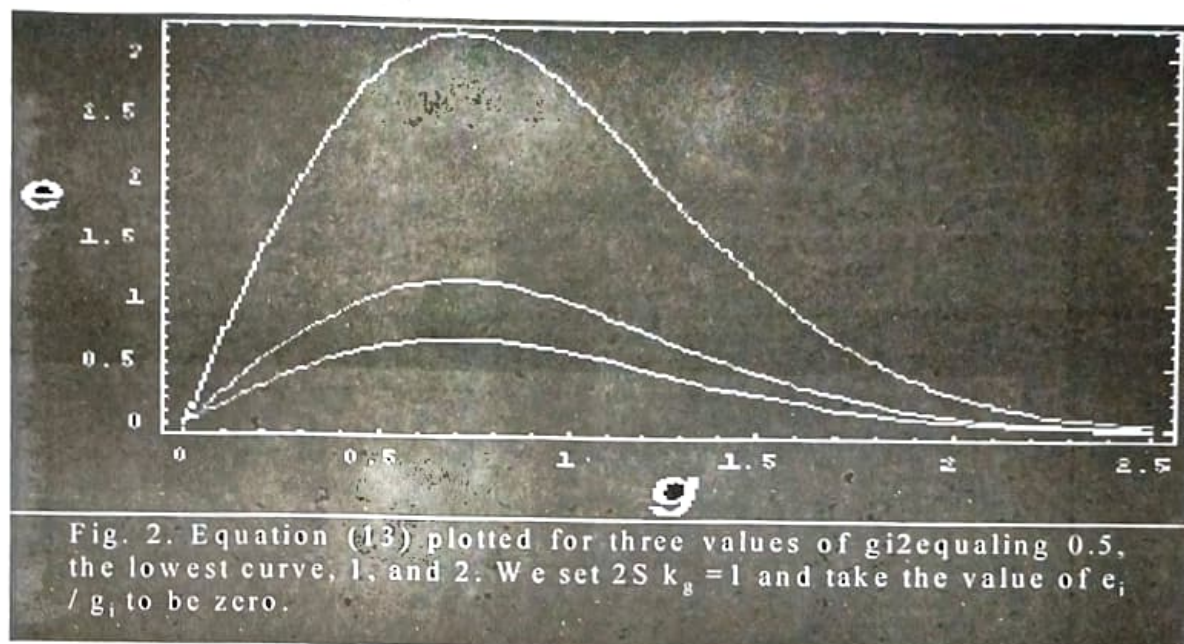


Fig. 2. Equation (13) plotted for three values of g_i^2 equaling 0.5, the lowest curve, 1, and 2. We set $2S k_g = 1$ and take the value of e_i / g_i to be zero.

This result is somewhat surprising since, although we began with the simplest linear relationships, we obtain curves representing complicated behaviour. In Figure 3, the increase in the aggression Δg corresponds to the rise in e from e_1 to e_2 , while the increase $\Delta g'$ corresponds to a drop in e from e_2 to e_1 . The meaning of this will become clearer when we look at the dependence of T on e .

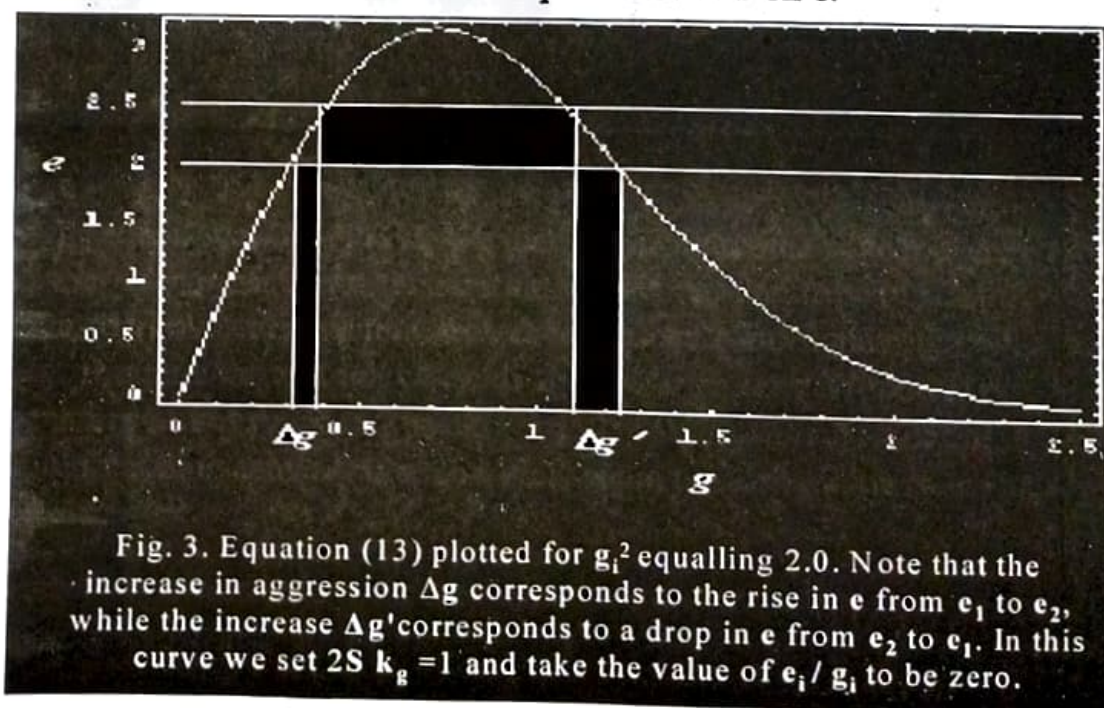


Fig. 3. Equation (13) plotted for g_i^2 equalling 2.0. Note that the increase in aggression Δg corresponds to the rise in e from e_1 to e_2 , while the increase $\Delta g'$ corresponds to a drop in e from e_2 to e_1 . In this curve we set $2S k_g = 1$ and take the value of e_i / g_i to be zero.

To obtain the dependence of T on e , we substitute for g in Eq. (11) from (7). We have :

$$e^2 = e_1^2 (T/T_1)^2 - 2(k_g/S) T^2 \ln (T/T_1) \quad (14)$$

This expression is awkward to put in the form $T = f(e)$, but Figure 4 shows one of the typical functions of this family of curves. We plot T as a function of e for e_i , T_i , and $2(k_g/S)$ equal to 1.0. Note that with increasing e , at first we find that T increases. Moreover, T increases in such a way that if we again lower the environmental pressure on the psychological system, T returns to low values.

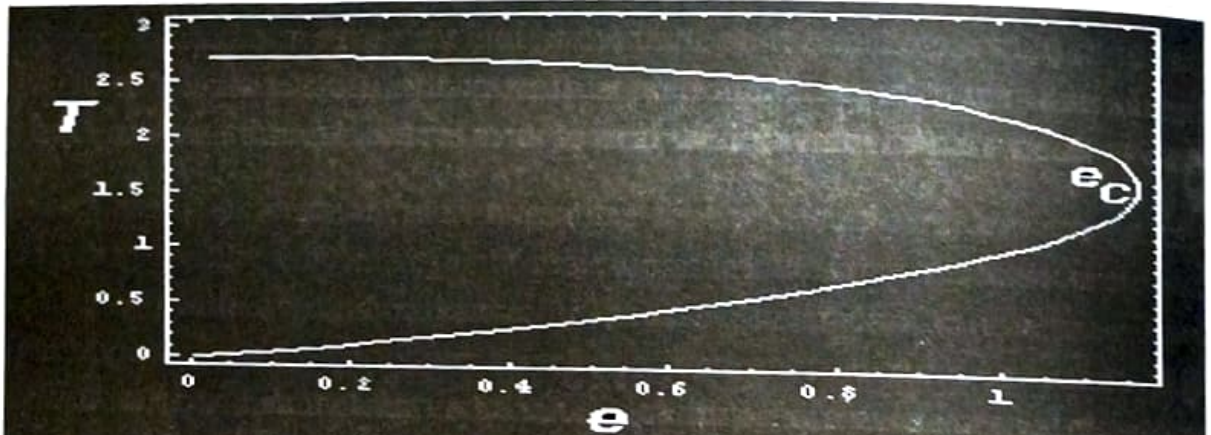
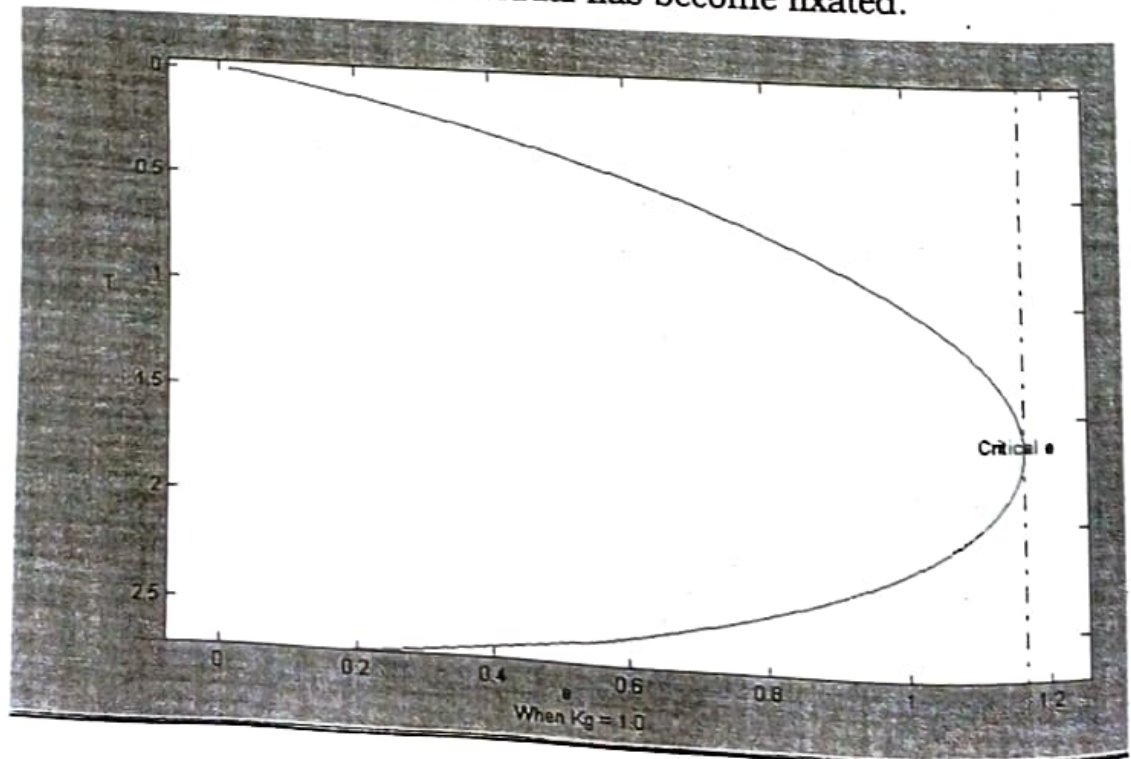
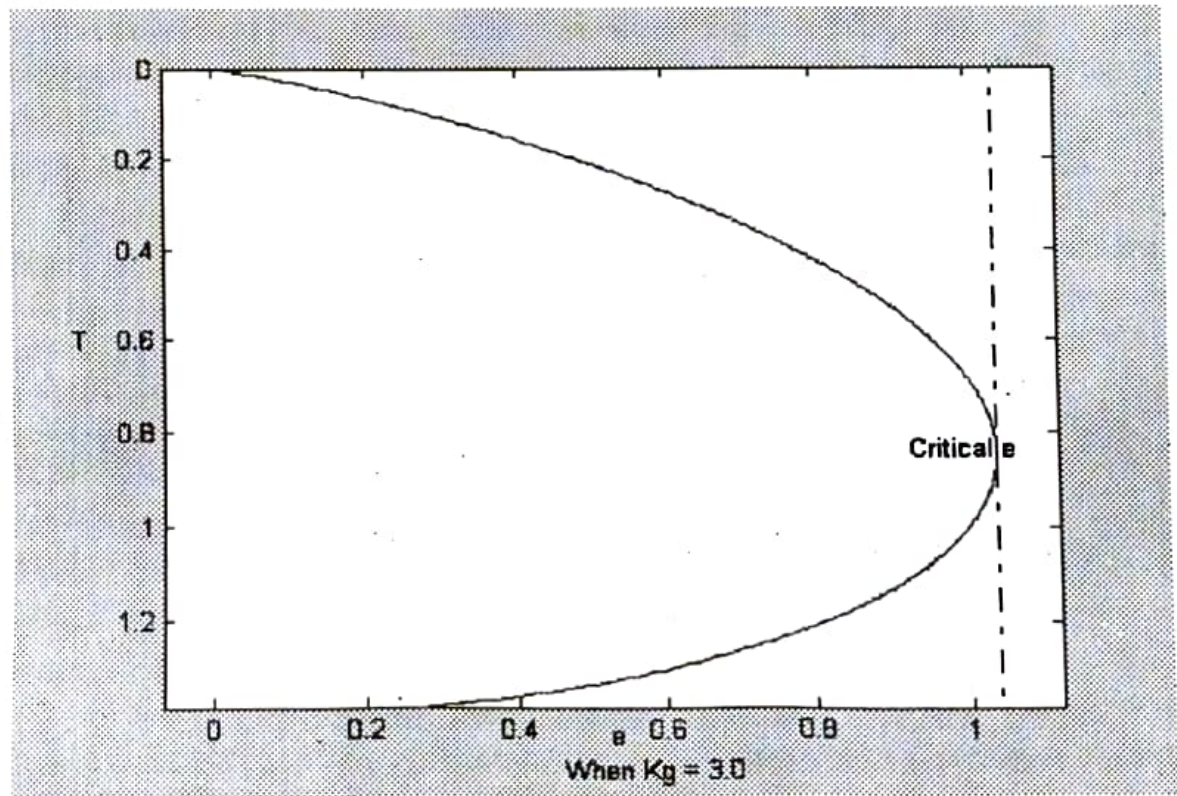
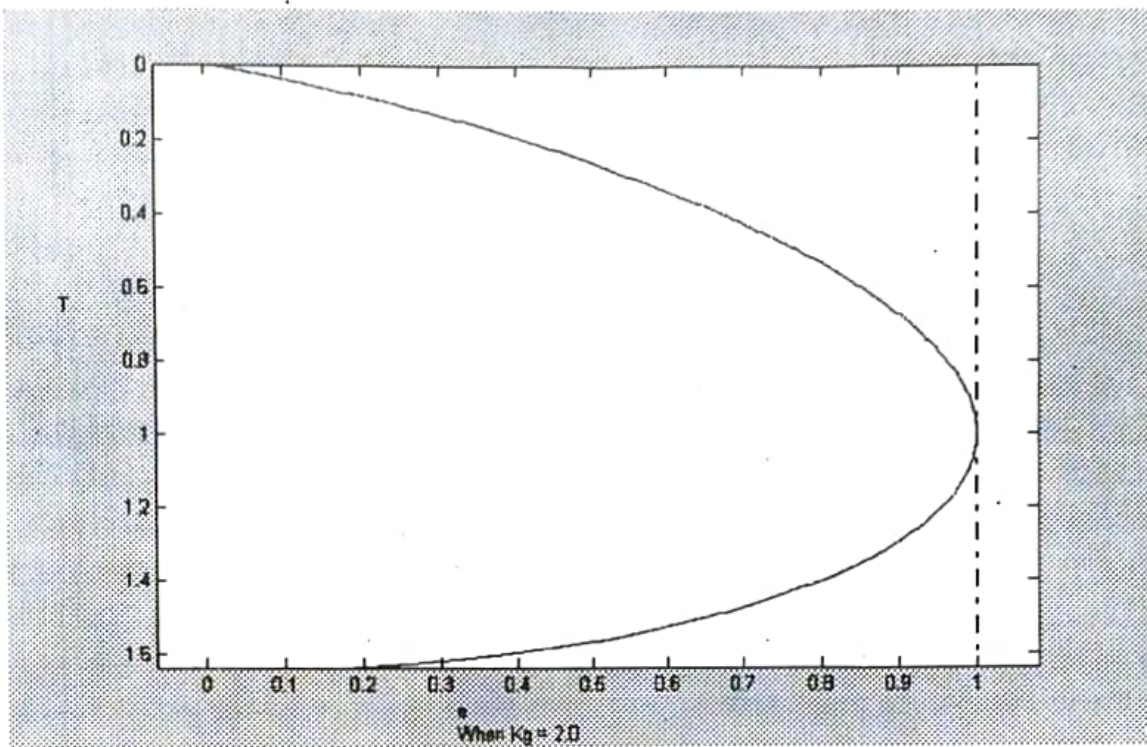


Fig. 4. Equation (14) in which we plot T as a function of e for e_i , T_i , and $2(k_g/S)$ equaling 1.0. Note that the increase in e at first increases T in such a way that if we again lower the environmental pressure on the psychological system T returns to low values. However, if e increases to the critical breaking point, e_c , a drop in e results instead in a further increase in T .

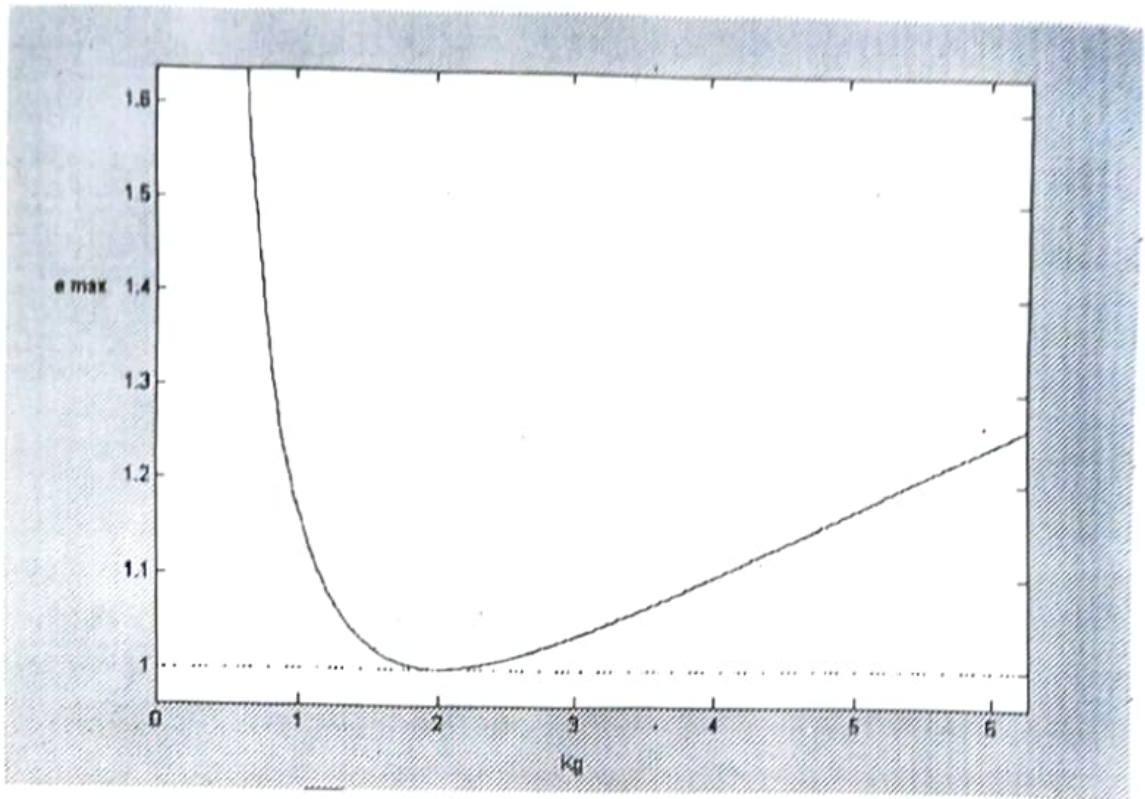
However, if e increases to the critical breaking point, e_c , a drop in e results instead in a further increase in T . There is then no way for the individual to return to a normal, low-tension state. The individual has become fixated.





The only way to effect normalization is by the return to values of the environmental pressure $e = e_c$ with an application of appropriate increments of A.

$$e_c^2 = (1/\exp(1))(k_g/2)\exp(2/k_g) \quad (15)$$



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UNIVERSAL ELEMENTARY EDUCATION (UEE) IN INDIA : THE RTE GOALS AND CHALLENGES

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Abstract

Education is one of the most important requirements of human life. Universal Elementary Education (UEE) has a long and sustained historical background which culminated to the Right to (Free and Compulsory) Education with a wholesome coverage for a specific tenderly age group of the world population. In India, the RTE Act of 2009 has well intended goals and features that can definitely bring about great achievements in the social sector of the country if its provisions are properly implemented by the different stakeholders. However, the huge problems of illiteracy, poverty and child labour are the principal challenges against the success of this Act.

Key words: Universal Elementary Education, Right to Education, Literacy, Child Labour.

Introduction

None can deny the importance of education, especially the basic or elementary education that provides ample scope for human and social development ultimately leading to the progress of human civilization. Great social thinkers and educators like Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Mahatma Gandhi *et al* have stressed upon the necessity of education for all, irrespective of religion, caste and class.

Like many other life support systems, e.g. access to quality food and nutrition, appropriate clothing and shelter, healthy environment, social dignity etc. education has also become one of the very essential requirements of human life. Considering

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this importance of education most of the countries of the world has compelled to incorporate 'elementary or primary education' as a fundamental right, popularly called 'Right to Education (RTE)'. However, the success of this universal elementary education (UEE) depends not only on the demanding citizens but also pro-active government policies and their effective implementations. This paper is an attempt to review the RTE in the light of the true spirit of UEE in Indian context.

UEE and RTE : Definition and Purpose

Education is basically defined on the very purpose(s) for which it can be used; as it may be either skill based relating to the primary needs of the society, and mental or intellectual concerning our tertiary goals. Thus, the word education can be used for both narrow and wider senses. In common parlance education is synonymous of literacy (and its various levels of recognition like certificate, diploma, degree etc.), which can never be, as literacy can at the best be one of the indicators of education. But unfortunately the level of literacy is often highlighting to show the educational attainment of a society or country. The 1960 UNESCO Convention against Discrimination in Education defines education in Article 1(2) defined education as: 'All types and levels of education, (including) access to education, the standard and quality of education, and the conditions under which it is given'. A more wide perspective of education is found in the Article 1(a) of UNESCO's 1974 *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* in which it is defined as: "The entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capabilities, attitudes, aptitudes and knowledge".

Katarina Tomasevski, UN Special Rapporteur on the Right to Education, in 2000 opined that governments, as the prime duty-bearer, has to respect, protect and fulfill the right to education by making education *available, accessible, acceptable and adaptable* (also known as the 4 'A's framework of UEE). The UEE framework is very clear about the identity of the stake-holders of elementary education, i.e. the child, the privileged subject of the right to education, are to comply with compulsory education requirements; the parents as the 'first educators' and professional educators, namely the teachers.

Article 26 of the Universal Declaration of Human Rights (1948) has pointed out that: '*Everyone has the right to education. Education shall be free, at least*

In the elementary and fundamental stages. Elementary education shall be compulsory. Technical and Professional education shall be generally available and higher education shall be equally accessible to all on the basis of merit. The provision in Article 45 of the Constitution of India, 1950 is also very clear on the issue, as it was adopted that 'the state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years'. The Constitution (86th Amendment) Act, 2002 of India sought to make free and compulsory education a Fundamental Right for all children in the age group of 6-14 years by inserting a new Article 21-A in Part III of the Constitution.

According to the UNESCO Operational Definition of Basic Education, December 2007, the Right to Education is multifaceted, and includes two important aspects, namely: *Quantitative* i.e. to incorporate everyone; and *qualitative* i.e. type of education (*not equivalent only to schooling*), duration, target group, provider of education, full development of human beings to fulfill other rights, freedom and peace, etc.

The RTE Act, 2009 of India

The Parliament of India enacted the *Right of Children to Free and Compulsory Education Act* or, in brief, Right to Education Act (RTE) on the 26th day of August 2009. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. The Act reads: 'The State shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State may, by law, determine' which is basically the reiteration of the 86th (Amendment) Act of 2002. Accordingly rules have been framed by the Government of India which is applicable to the schools run and maintained by the Central Government and the Union Territories. The Provincial (State) Governments have their own rules which have been framed in accordance with the central legislation and rules. Some of the important features of the Act and their relevant strengths and weaknesses in regard to the implementation of the Act and its Rules can be highlighted below:

1. Every child of the age group of six to fourteen years shall a right to free and compulsory education in a neighbourhood school till completion of elementary education, i.e. from class I to VII. The provision of pre-schooling has also been mentioned. Children having no formal schooling can be accommodated in 'a class appropriate to his or her age'. It is very difficult to arrange special classes for these

'age-appropriate' students, particularly in the backward areas of the country where educational resources are very limited. The economic and social disparity often causes obstacles against the neighbourhood schooling.

2. It includes all types of schools (except 'Specified Category' schools e.g. Kendriya Vidyalaya, Nabodaya Vidyalaya, Sainik Schools and other schools having distinct characters) established, maintained and recognized by either the governments or local bodies or societies or private institutions. Many schools in the different States/ Provinces of India are still unrecognized because these can never provide the standard educational set up and environment required as specified in the Act and its subsequent Rules.

3. Role and responsibilities of the schools, teachers and local authorities (i.e. Municipality, Nagar Palika, Gram Panchayat etc.) have been clearly spelt out regarding establishment, maintenance and development of the schools, and teaching learning and co-curricular issues. Teachers have been barred from any non-academic jobs (other than Census, Disaster Relief and General Elections) and engagement in private tuition or private teaching activity. But, in reality, the teachers are often compelled to do political works and/ or are found to be engaged in profitable business including private tuitions, which is certainly a 'social disease'.

4. The children are safeguarded under the Protection of Child Rights Act, 2005. No physical punishment, no capitation fee, no screening in admission are definitely very much child-centric provisions. However, contraventions to these legal provisions are found from many instances reported from the different corners of India.

5. Responsibilities of curricula development, setting of standards regarding appointment of teachers and their training, and concurrent accountability of the State and the Central Government for carrying out the provisions of this Act have been mentioned. But, the politically motivated crises sometimes turn into blame game between the Central and Provincial governments with the accusation of non-release or non-utilization of the specific funds.

6. The provision of up to 25 percent admission of the total enrollment in Class I of the unaided (private) schools from the weaker and disadvantaged groups of the society is quite innovative. But, the process of reimbursement and socio-psychological implications of this provision, in reality, is very complex and stressful.

Excessive politicization and corruption are two major hindrances against the success of the RTE in India. Although the objectives and goals of the Act are very idealistic as well as optimistic, in reality and in many of the cases proper non-implementation of the Act and its Rules lead to utter frustration among the academic community including teachers, students and the administrators. In many occasions the basic norms and standards relating to appointment and training of teachers are violated, the teacher-pupil ratio is not maintained, school buildings, healthy environment and facilities (like safe drinking water and toilet), learning aids and equipments, library, and play grounds are either absent or inadequate. The concept of inclusive education cannot be successful under the Act unless appropriate provisions (very difficult to arrange) for the differently-able students are available in the respective neighbourhood schools.

UEE Challenges in India

A significant milestone reached in the 2011 census (ref. Census of India) is the fall in the number of illiterate persons by 31,196,847. Of the total decrease in the number of illiterates, women comprise 17,122,197 and men were 14,074,650. It was also encouraging to note that out of a total of 217,700,941 literates added during the decade, females outnumbered males by 110,069,001 to 107,631,940; yet 1 of every 3 illiterate persons of the world live in India. A total of 273 million Indians are still illiterate of which 96.6 million are male and 176.4 are female population. How can this dictum '*educate one man, you educate one person, but educate one woman and you educate a whole civilization*' of Mahatma Gandhi be fulfilled under such a deplorable situation! India now has almost the same number of poor people as illiterate. India has 270 million people below the poverty line (as in July 2013), in 2001, the country had 304 million illiterates and 400 million people below the poverty line.

The literacy rates (one of the important components but not all of education) in India, as in 2011 (ref. censusindia.gov.in), also vary quite significantly with more than the country's average (74 percent) in the States and Union Territories, like Kerala, Lakshadweep, Mizoram, Tripura and Goa; and less than that in Bihar, Arunachal Pradesh, Rajasthan, Jharkhand and Andhra Pradesh. The female literacy rates are quite low in Rajasthan, Bihar, Jharkhand, Jammu & Kashmir and Uttar Pradesh.

There are a number of challenges against the success of RTE in India. Corruption and 'parallel systems' are quite rampant. Demoralizing politicization

(the 'Rule of Musclemen') in the education is not uncommon. Inefficiency and indiscipline are often integral part of the system. Poor linkages and social irrelevance ['informal' more powerful than 'formal'] of education give low economic returns sometimes resulting in child labour. Geographic and historical barriers; commoditization of human resources (in terms of talent and beauty); and devaluation of 'values' (i.e. loss of 'cultural heritage'), affect the elementary education of India very badly.

Estimates of NSSO rounds 50th, 55th and 61st of 1993-94, 1999-2000 and 2004-05 show that India has about 9 million child labour of which girls account for about 4 million and the rest are boys. Nearly 65 thousand children, mostly girls, are annually trafficked in India, of which only 20 percent are rescued (ref. National Crime Records Bureau, 2010). All of these children, otherwise, must be in the schools. Although the number of child labour is decreasing due to the RTE and related efforts, especially the introduction of 'mid-day meals', it is still a menace for the success of this gigantic educational initiative.

Conclusions

The Constitution of India defines 'the Fundamental Rights' as basic human freedoms which every Indian citizen has the right to enjoy for a proper and harmonious development of personality. These rights universally apply to all citizens, irrespective of race, place of birth, religion, caste or gender. Aliens (persons who are not citizens) are also considered in matters like equality before law. They are enforceable by the courts, subject to certain restrictions. Success of RTE depends much on the will and ability of the governments, and less of the citizens, because many of the Indians are not aware of their rights, particularly the Right to Education, and often substitute this right by some other needs, e.g. the need of employment and income.

The following strategies can be suggested for an effective implementation of the RTE (2009) goals: (a) Curricula and learning methods as per village/ community level needs; (b) Emphasis on development of personality and integrity; (c) Appointment of 'qualified' army of 'regular teachers' to 'serve the nation'; (d) Freedom of learning (to both teachers and students); (e) Academic administrators must be 'truly academic minded' and equally 'qualified', if not more than the teachers; (f) Involvement of more lady teachers and staffs; (g) Better pay packet and other facilities; (h) Genuine scope for regular research, publication and training for the teachers; and (i) Complete ban on non-academic associations and/ or programmes in the schools.

Now time has come to think beyond the RTE for achieving the UEE Goals in India. An outline of the different stages of this perspective can be as follows: (1) Stage- I (by 2020) with the goal of eradication of illiteracy and poverty ('Illiterate'-free India); (2) Stage- II (by 2030) focusing on education for national integration and self-reliance in respect of society, economy, environment and polity; and (3) Stage-3 (by 2040) targeting education for democratic development and sustenance by reaping the 'great demographic dividend' of the country.

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A FEW WORDS ON SCIENCE OF TEACHING

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Abstract

In education there is a debate where some educationists opine that teaching is an art where as some of them express that teaching is a science. The modern educationists think that teaching is both art and science. At the same time variations of teaching is also found which is not only depend on teacher, but method of teaching, quality & quantity of students, proper use of teaching learning materials(TLM), ideal teaching-learning environment etc. play an important role. Again the art of teaching to the educands or children is commonly known as pedagogy. In the field of teacher education, pedagogical study, pedagogical analysis etc. are widely implemented. So it can be said that the knowledge & application of pedagogy will help both the teachers and the trainee-teachers.

Key Words : Debate, Variation, Quality, Quantity, TLM, Educands, Pedagogy, Teacher-education, Trainee-teacher.

Introduction

At present, Science of Teaching or Pedagogy is a well discussed matter. The utilities of this subject are increasing rapidly. In the field of teacher education, due to proper emphasis on pedagogy, teaching is now regarded as both art & science. With the help of teaching, learners are benefitted and the teachers feel pleasure which will give impetus to further learning that ultimately improves the standard and quality of teaching. By going through this article, a brief and concrete idea on science of teaching will be acquired by the students.

Concept of teaching

The terms teaching, learning, teacher, learner etc. are very common in education, particularly in teacher education. Sometimes the words teaching &

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learning become synonymous to us . Though these two words are interrelated but at the same time, there is a small difference. Teaching is related to teacher and 'learning' is related to 'learner'. The special function of teaching is to impart knowledge, develop understanding and skills. Teaching is generally associated with 3R's -Reading, Writing and Arithmetic. Due to passage of time , the concept of teaching has become changed and at the same time its scope and utilities have become broadened.

Definition of teaching

There are so many definitions of teaching of which some main definitions are given below :-

According to American Educational Research Association in the Handbook of Research on teaching (1962), "Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person."

According to Burton (1963), "Teaching is the stimulation , guidance direction and encouragement of learning."

According to Clark (1970), "Teaching refers to activities that are designed and performed to produce change in student (pupil) behaviour."

According to Joyce and Well (1972), "Teaching is a process by which teacher and students create a shared environment including set of values and beliefs which in turn colour their view of reality."

According to Flander, "Teaching is an interactive process. Interaction means participation of both teacher and students and both are benefitted by this. The interaction takes place for achieving desired objectives."

W.r. Ryburn, the great educationist said, "Teaching includes the training of emotions of the child. It is one of the means of giving right feeling to the children."

Scope of teaching

The Scope of teaching is discussed here under following heads -

- i) Teaching is a comprehensive concept- It means the scope or periphery of teaching is broad. Through teaching a detailed idea about a subject or a matter can be realised.
- ii) Different variables play an important part in teaching. —During teaching the role of different variables cannot be ignored.
- iii) Teaching reduces the distance between the teacher and taught— Teaching always helps to reduce the difference between the teacher and the taught. It helps to create a healthy and cordial relationship.

- iv) Teaching is a democratic process— As teaching is a democratic process, it gives equal opportunity to all.
- v) Teaching is a progressive process—In teaching a progressive attitude of the teachers are found. Teacher helps the child to make suitable progress in life.
- vi) Teaching helps in emotional stability— Teaching helps to make emotional balance of the students.
- vii) Teaching provides desirable information—Desirable information may be acquired through teaching. Students can gather various information from teaching.
- viii) Teaching helps to develop skill & creativity— For the development of skill and creativity of both the teacher and the student teaching takes an important role.

Principles of teaching

In teaching following principles are found, like –

- i) Principle of child centeredness- Modern education is called child centric, instead of teacher-centric. So teaching strategies should cater to the aptitude, interest and abilities of the students.
- ii) Principle of active involvement—In modern education, new teaching gives emphasis on the activity of the students, i.e. active involvement of the students is always encouraged.
- iii) Principle of correlation- In case of teaching, proper correlation is maintained, so that any subject will be more simple and easier than before.
- iv) Principle of co-operation— When the teacher and the taught work together, help together, the classroom then becomes lively. So teaching must follow the principle of co-operation.
- v) Principle of planning – The quality or success of any task is based upon proper planning. Planning in teaching helps a teacher to prepare the lesson-plan, use of teaching aids, control of class-rooms etc.
- vi) Principle of variety- Variety of teaching helps to motivate the interests of the students. For creating fresh environment and checking boredom & lethargy variety serves as a great tonic.
- vii) Principle of flexibility- For effective teaching, flexibility is essential. With the help of flexibility teacher can change his/her strategies and method of teaching. In this way students can enjoy maximum facilities.

- viii) Principle of activity- Teaching must be activity-based. With the help of activity a teacher can control his/her class-room easily. At the same time activity helps the students to learn effectively.
- ix) Principle of individual differences-During teaching, a teacher must be aware of the fact that individual difference is common among the students. So the teacher must be cautious about individual differences of the students.
- x) Principle of effective strategies—Teaching process must adopt proper strategies. Again effective strategies help the teachers and the students to teach and learn consecutively.
- xi) Principle of remedial teaching—For removing specific difficulties, remedial teaching should be arranged. In this type of teaching, the teacher has to find out where the fault lies and think for positive measure.

Functions of teaching

Following functions are directly or indirectly controlled by teaching like-

- i) Creation of learning environment – Teaching takes an active role for the creation of learning environment.
- ii) To motivate the child to learn—Teaching helps to motivate the students to learn.
- iii) Teaching supplies ample information—Students can learn or gather ample information from teaching.
- iv) Teaching gives simple and realistic explanations- Through teaching various simple and realistic explanations can be gathered easily.
- v) To increase creativity among the students – Teaching helps to increase the power of creativity among the students.
- vi) To help in physical and mental development of the student—Teaching helps in physical and mental development of the students.
- vii) To make curricular materials -Teaching helps to make various curricular materials which are beneficial to the students.
- viii) Proper use of teaching aids – Teaching helps the teacher for proper use of teaching aids.
- ix) To increase the mobility of thought, feelings and actions— Teaching generally increases the mobility of thought, feelings and actions.

- x) To diagnose learning problems—Teaching helps to diagnose the learning problems
- xi) To facilitate learning—Teaching helps to facilitate learning with the help of several methods and techniques.

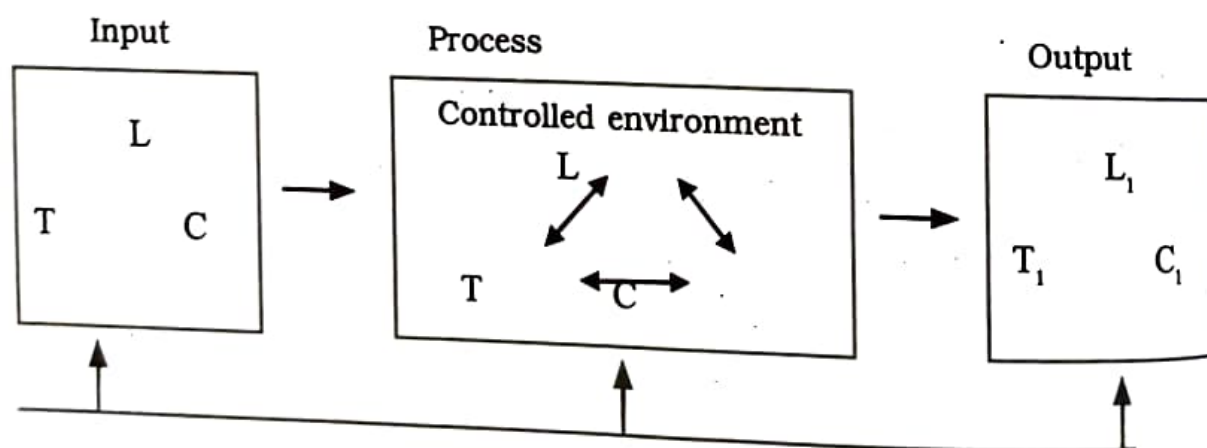
Teaching as a process-input, process and output

According to Romiszowski(1981), "By instruction/teaching we shall mean a goal directed teaching process which is more or less pre-planned. Whether the goal has been established by the learner or by some external agent such as a teacher or syllabus is immaterial"

So teaching is very much goal-directed.

If teaching is discussed by Cybernetic Psychology, it can be discussed by Input, Process and Output.

The matter can be discussed by following diagram.



Input-process - Output model of teaching

Learning through Teaching/Instruction — Cybernetic method

There are four determinants of teaching like –

- i) Input – Input means content, subject matter, objectives and other facilities of students.
- ii) Process- Process means teaching method, controlled method, uses of teaching aids.
- iii) Output- Output means how much reactions are done by the students.
- iv) Feedback—It contains to calculate the students, to measure the weakness, how to improve the learning of the students etc.

So, teaching or instruction means change in behaviour (output) by

predetermined method (process) in a controlled environment of the students (input). That's why it can be said that teaching as process-input, process and output.

Levels of teaching – Outonomous, Memory, Understanding, Reflective

There are four levels of teaching learning process, like –

- | | |
|------------------------|---------------------|
| 1. Autonomous level | 2. Memory level |
| 3. Understanding level | 4. Reflective level |

1. Autonomous level of teaching

This level of teaching-learning is based on the educational philosophy which believes that human beings are inherently active. They generate ideas from within themselves. Education should not be imported by outside agent but on the other hand it should be child-centred. The teacher should promote each student's heightened intuitive awareness of himself by creating an appropriate environment in which students can realise these basic human awareness which are (i) choosing agent (ii) free agent (iii) responsible agent.

The main responsibility of the teacher is to awaken awareness, freedom and responsibility in his students but these qualities are not to be awakened at the cost of personal freedom of the student. Teaching should proceed in a highly permissive way within which each individual student develops largely of his own through the exercise of his feelings.

2. Memory level of teaching

Learning means committing factual information to memory and nothing else. If we examine our traditional teaching as it is being carried out, we find that in majority of the cases it operates at memory level. The teacher gives factual material which the students memorise without understanding it. This type of teaching seems to be based either on mental discipline theory or S-R conditioning theory of learning. However, the material learned is patterned by the learner. Most of the teaching at the primary stage is carried on memory level to teach fundamental skills such as spellings and rules of arithmetic etc. There are four phases of memory-Learning, Retention, Recall and Recognition.

3. Understanding level of teaching

In the understanding level of teaching, the teacher tries to present his instructions and stresses to make understand to the pupils the generalizations, principles and facts. Again the teacher tries to provide more and more opportunities to develop the intellectual behaviours of the pupils. This develops the essential

competence for generalisations, insight and solving the problems. In this way, both pupils and teachers participate in developing the lesson while teaching occurs at the understanding level.

In understanding level, there are five stages like :-

- | | | |
|-----------------|-----------------|-----------------|
| 1. Explanation | 2. Presentation | 3. Assimilation |
| 4. Organisation | 5. Recitations | |

4. Reflective level of teaching

It means problem-centred teaching. It cooperates in developing creative capacities by providing pupils with the opportunities of developing intellectual behaviours. It develops the reflective power of the pupils. As this power develops when they grow up, they can solve their problems of life by reasoning, logic and imagination and they can lead a successful and happy life.

Reflective teaching occurs only when there is a problem in the situation. The student examines the facts and generalisation to solve the problem. The class-room teaching at this level requires students' active participations, critical thinking, creativeness and imagination. The students and the teacher cooperatively work to find out the solution of a problem which they face.

The following steps have been identified in the process of problem solving :-

- i) Recognition and definition
- ii) Formulation of hypothesis
- iii) Testing hypothesis
- iv) Conclusion

Conclusion

Modern educationists used to discharge special attention on science of teaching or pedagogy. So with the help of this article, particularly by going through the definitions of teaching, scope of teaching, characteristics of teaching, principles of teaching, determinants of teaching and levels of teaching the students can get a comprehensive idea on teaching. At the same time though teaching is both art & science, but it cannot be ignored the effects of science of teaching on education.

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LANGUAGE ACQUISITION AND LANGUAGE LEARNING : A DICHOTOMY THAT EXISTS

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Abstract

Language is a complex, arbitrary, irregular phenomenon, full of ambiguities, in a constant, random and an uncontrollable evolution. The process of knowing a language is not always the same. It involves two concepts: Language acquisition and language learning. One deals with developing the skill of interacting and communicating while the other deals with receiving information about the language, transforming it to knowledge and storing it through memorization. These are separate ideas but, there is an interrelationship between the two that reflects the existence of a dichotomy between language acquisition and language learning.

This paper is a modest attempt in understanding the relationship that exists.

Key Words : Language Acquisition, Language Learning, First Language, Second Language, Dichotomy.

Introduction

Man alone is blessed and endowed with the faculty of language as a medium to convey his feelings of sensation and emotion. Possession of language is responsible for turning him from a biological animal to a social being. Ben Johnson says :

Language most shows a man

Speak that I may see thee

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Language does not exist in a vacuum. In fact it gives rise to a society and the society in turn reshapes and remodels the language according to its needs and desires. Without language, the human society is unthinkable. Language is the flesh and blood of our culture. It helps in the preservation of culture and civilization needed to secure national integrity and solidarity. Language is a social phenomenon that helps an individual to speak and express his emotions, telling, desires and concepts formulated as part of the society through social action and social interaction. The importance of language clearly addresses the importance of knowing a language that includes language acquisition and language learning.

LANGUAGE ACQUISITION

The process of knowing a language is not always the same. Language experts are of the view that words like 'acquire' or 'acquisition' should be used in the case of first language.

'Acquisition' stands for an unconscious picking up of a language in a natural setting. As said by Krashen, "acquisition is a subconscious process identical in all important ways to the process children utilize in acquiring their first language." In other words, language acquisition is the process by which humans acquire the capacity to perceive and comprehend a language, as well as to produce and use words and sentences to communicate. It is one of the quintessential human traits. It is crucial to the understanding of human language acquisition that we are not limited to a finite set of words but are able to understand and utilize a complex system that allows for an infinite number of messages. A major argument in understanding language acquisition is how these capabilities are picked up by infants from the linguistic input of all words, contexts, and other forms of language to which a learner is exposed, relative to the acquired proficiency in other languages.

Nativists such as Noam Chomsky have focused on the huge complex nature of human grammar, the finiteness and ambiguity of the input that children tend to receive, and of course the relatively cognitive abilities of an infant, and ultimately concluded that the process of language acquisition is tightly constrained and guided by the biologically given characteristics of the human brain. Otherwise it is extremely difficult to explain how children, especially within the first five years of life, master the complex grammatical rules of their native language.

LANGUAGE LEARNING

Language learning is the result of direct instruction in the rules of language. It

is a conscious process that results in knowing a language. It includes knowing the rules, a conscious knowledge of grammar and vocabulary. It is completely unreal and artificial that calls for a deliberate effort in an explicit manner on the part of the learner. It requires a conscious and a formal study of the language in a tutored setting. It requires motivation that is extrinsic, involving affective factors with a great influence on the process of learning. However, learning is a relatively permanent change in behavior based on an individual's interactional experience with its environment. In other words, to say that learning is relatively permanent is to emphasize that behavior is flexible and not genetically pre-programmed in the form or function.

Language learning is mainly used with the second language. However, it need not be always true. For e.g., if English, the second language, is most prominently used in the home environment of an Indian family, compared to the first language which is hardly used, the children of the family acquire English, the second language through frequent exposure and in natural situation. It is also possible that these children might have to learn the first language by giving conscious efforts. Hence, learning a language depends to a great extent on the degree of exposure to the language in an environment and the degree of conscious efforts towards the same.

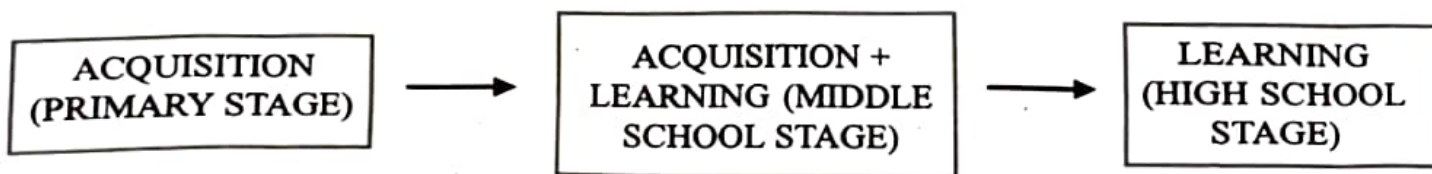
LANGUAGE ACQUISITION VS LANGUAGE LEARNING

Undoubtedly, there are many differences between first language acquisition and second language learning. But there are also many myths about these differences. It is generally true that it is easier to acquire a first language than it is to learn a second language. But the reason for this difference is for the most part based on the difference between acquisition and learning as discussed earlier. One myth is that it is somehow easier to learn a language it was spoken by our ancestors. There may be a genetic disposition related to the human capacity for a language. Another myth is that children simply learn a language more easily than adults. Yes, children do seem to develop a better pronunciation skill compared to adults who learn the language a little later in life. However, adults are equally capable of learning a language as are children. A child is in a very special privileged position in a society and therefore errors committed by him in terms of language are tagged as a cute effort, which when made by an adult seem odd or weird. This makes an adult a little reluctant and more self-conscious. Overcoming some of these to appear child-like may significantly improve the success of second-language learners.

INTERRELATIONSHIP BETWEEN LANGUAGE ACQUISITION AND LANGUAGE

A clear understanding of the differences between language acquisition and language learning makes it possible to understand the interrelationship that exists between learning and acquisition. We all accept the fact the language is a complex, arbitrary, irregular phenomenon, full of ambiguities, in a constant, random and an uncontrollable evolution. As a result, the grammatical structure of a language is too complex and abstract to be categorized and defined in rules. Even if a partial knowledge of the language functioning is attained, it need not easily get transformed into communicative skills. What happens is actually the reverse: to understand the functioning of a language with its irregularities is a result of first being familiar with it. It is much easier and more enjoyable to acquire a language than it is to learn a language. The effectiveness of the monitoring function, made possible by the knowledge of grammar rules is directly proportional to the degree of regularity of the target language. If there is regularity, there can be a rule and such a rule will be useful to produce and monitor the language. The lower the regularity, the fewer the rules and the more limited the monitoring.

In countries like India where English is taught as a compulsory second language, acquisition and learning are equally important for the development of the language. At the initial stage, emphasis should be laid on acquisition along with providing scope for the natural use of the language. Learners should be encouraged to listen to and use the language in their comfort zone. Learning should be introduced at a later stage when the learners can use their knowledge of grammar for monitoring their acquisition and for correcting themselves. In other words, emphasis should first be given to language acquisition and gradually move towards language learning.



CONCLUSION

Language acquisition is undoubtedly more efficient than language learning for attaining a functional skill especially in a foreign language. Language learning is limited to a complementary role in the form of support lessons and study materials, and will be useful only for adult students that have an analytical and a reflective style of learning. The efficient teaching of a language is not limited to a course of structured lessons based on grammatical sequencing, oral drilling or technological

resources. Efficient language teaching and efficient language acquisition followed by efficient language learning is entirely based on the personal skills facilitating relationships and creating environmental situations of real communication with comprehensible input focusing on the learner's interest.

One language sets you in a corridor for life.
Two languages open ever door along the way
Frank Smith

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SCHOOL BASED ACTION RESEARCH : A SYNOPTIC VIEW

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Abstract

Action Research is one of the important family members of applied research. It is a sincere attempt to completely understand the educational practices and solves the real problems of education. To fulfill the motto of the '**Right to Education Act (2009)**' in the present context, a change over the traditional set are to be made. It is empowered the participants, make collaborative, and acquired knowledge for desired change and advancement of quality education. A number of models used in action research planning in the field of education. Action research is the research by the teacher, of the teacher and for the teacher to solve the immediate problems in the field of teaching and learning. The Present article discusses on school based action research that aims to improve the quality of school teachers' knowledge of action research and their professional developments.

Key Words : Action Research, School Teacher.

Action Research is different from other academic educational researches in the sense that its aim is to understand and solve educational problems. The primary focus of action research in School education, which is generally undertaken by School teachers, is to understand and solve problems related to teaching and learning located in classrooms or school environments. But often teachers' action research has been criticised for lacking in quality due to inadequate knowledge in methodological issues in conducting the research programme. Moreover, the benefits of action research are enhancing teacher professional development (Mills, 2007;

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Johnson, 2005). **NCFTE – 2009**, in the context of teachers' continuous professional development says, "... that teachers must carry out action research ...". Draft curriculum in a context where there is little understanding of action research ...". Draft curriculum for one year B.Ed. programme by NCTE echoes the same. This reflection is showed in B.Ed. Curriculum of Different Universities.

Meaning of Action Research

'Action Research' is the combination of **two words**, action and research. According to English dictionary **Action** means activity, process of acting or exertion of energy. "**Re**" means "again" and "**Search**" means "to examine closely and clearly". Therefore "Research" means "searching again and again or examine clearly again".

In this context, **Stephen M. Corey (1953)** says Action Research is the process by which practitioners attempt to study their problem scientifically in order to guide, correct and evaluate their decisions and actions. A teacher conducts action research to improve his own teaching. A school administrator conducts action research to improve his administrative behavior. **Mills (2007)** defined it as "any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular school operate, how they teach, and how well their student learn." However some of the popular definitions of action research (in school) are given herein.

Kurt Lewin (1946) – Action Research as a kind of research operated by anybody who conducts a project in the school, as a methodology used in education.

Carl Glickman (1992) – Action Research in education is study conducted by colleagues in school setting of the results of their activities to improve instruction.

Emily Calhoun (1994) – Action Research is a fancy way of saying let's study what's happening at our school and decide how to make it a better place.

To conclude we can say that, action research is a sincere attempt to completely understand the educational practices in order to take action that may bring about both (action and research) improvement and understanding. The following points emerge from the above - mentioned definitions :

- ★ Action Research covers a specific problematic area.
- ★ It is conducted by teacher, principal, administrators or other stakeholders.
- ★ It can be conducted by any relevant stakeholder without any special training.

- ✧ It has a very flexible design and can be changed according to need of the action-researcher.

- ✧ Generally, Action Research is restricted to small sample.

- ✧ Self made tools are generally used in Action Research.

Nature of Action Research : Action Research is one of the popular methods and important family members of applied research. It improves a process or a product i.e., to test the theoretical concepts or principles of fundamental research in real situations of problem. While fundamental research contributes to the new knowledge in the form of new theory, facts and truth, and action research solve the real problems of society as applied research.

- ✧ **Specific** – It emphasizes on the particular problematic area.

- ✧ **Collaborative** – Educators talking and working with other educators in empowering relationships (Mertler, 2009).

- ✧ **Systematic** – It is a systematic learning process.

- ✧ **Analytical** – It is a critical analysis of our places of work (Mertler, 2009).

- ✧ **Participative** – The clients and informants are involved as partners, or at least active participants, in the action research process.

- ✧ **Qualitative** – Educators or practitioners working together to improve their own practices. Even they can develop enough their understanding to become co-researchers in many situations.

- ✧ **Cyclic** – It is cyclic in planning, acting, observing, and reflecting (Mertler, 2009). Its cyclic nature helps to gather proper responsiveness.

- ✧ **Reflective** - Critical reflection upon the process and outcomes are important parts of each cycle. The critical reflection is then put to good use in designing the later steps.

What Action Research Is Not :

Now it is equal important to understand what Action Research is not :

- * Action Research is **not** the usual thing that teachers do when they think about their teaching (Mertler, 2009). It is systematic and involves collecting evidence on which to base rigorous reflection.

* It is **not** simply problem solving (Mertler, 2009). It is motivated by a quest to improve and understand the world by changing it and learning how to improve it from the effects of the changes made.

* It is **not** research 'on' other people or 'by' other people. It is done by particular educators on their own work place.

* It does **not** treat people as objects.

* It is **not** a way to implement predetermined answers to educational questions. It explores, discovers, and works to create contextually specific solutions to educational problems (Mertler, 2009).

* It is **not** the scientific method applied to teaching. It is **not** about hypothesis-testing or about using data to come to conclusions. It is concerned with changing situations, not just interpreting them.

Main Objectives of Action Research :

The main concern of Action Research is to solve problem through it. It is also important to empower the participants, make collaborations, and acquire knowledge essential for desired change and advancement of quality. Following are the main objectives of action research :

* To bring about the development in the practice of the educators by analyzing existing practice and identifying elements for change.

* To gather evidence on which one can make informed rather than intuitive judgments and decisions.

* To enhance educators development through fostering their capability as knowledge makers, rather than simply as knowledge users.

* To help educators to control their own professional situations.

* To monitor and evaluate the outcomes of the educational actions.

* To help the educators in making honest decisions and judgments and guide them in doing their works in the best ways.

Need for Action Research in Present Situation :

To fulfill the motto of the '**Right to Education Act (2009)**' in present inclusive educational setting, a change over the traditional set are to be made. The following are some of those elements :

☛ To develop a deeper understanding of classroom practice.

☛ To study the weakness in own teaching and try to improve it.

- ★ To build strong relationship among Teachers, Learners and Community.
- ★ To evaluative tools because action research deals with the questions and problems.
- ★ To bring better control over the teaching practices in Class Room Management (CRM) system.
- ★ For School-based curriculum development, system planning and policy development of education, action research can be used.

Types of Action Research :

Action Research is classified into **four** types, based on its rising purpose and its volume of action work. Types are given below :

a. Individual Teacher Action Research (ITAR): It is used when the purpose is focused on a single classroom. An individual teacher chooses a specific problem to obtain proper solution to it. But many teachers within the same school may be working on a specific problem in their own classroom. Teachers may intends to nurture many things in classroom like learning process of students, social behavior of students, uses of TLM, discipline, values etc.

b. Collaborative Action Research (CAR): The main aim of 'CAR' is to solve similar type of problems faced in several classrooms within a school or district or across schools and districts through the teachers' team effort. This team effort is called as collaborative inquiry. The school administration or other educational administration take part as officially or financially sponsor.

c. School Wide Action Research (SWAR): It brings a **3 fold** improvement in the school. Firstly it brings improvement of the institution as a problem solving entity with the help of 'Action Research Cycle' (ARC) process. The second is referred to an improvement in justice (equality and inclusiveness) for all students and the third is breadth and content of the enquires themselves. Teachers may involve students, parents and even the local community in this issue.

d. District Wide Action Research (DWAR): DWAR is not an easy task. It is more complex than others and many relevant resources (data, documents, multi communication system etc.) are used here. Effect and result of DWAR is too good and this issues can be institutional, community based, or any decision making process related.

Mills (2011) has his classifications of action research. It has **two** important research designs. They are:

Practical Action Research: It is used to research on common issues in schools by individual teachers or a team within a school or school district. The team consists of teachers, students, counselors and administrators. Team involves in small scale project or focuses on a specific problem which aims to add theory and practice in **resolving** practical problems like as devaluation of moral values of class students, professional development of educators by using ICT in classroom teaching etc. **Mills (2011)** emphasizes a model (**Dialectic Action Research Spiral**) for teachers to use to study themselves. This model has **four stages**. The stages are : **1. Develop an Action Plan → 2. Identify an Area of Focus → 3. Collect Data → 4. Analyze and Interpret Data → Repeation of the Spiral, if necessary.**

Participatory Action Research (PAR) : It is more used in various social enquiries relating to different components of society. The main purpose of PAR is to improve the quality of institutions, local communities and also family lives. Participatory action researches study issues that relate to a need to address social problems that constrain and repress the lives of students and educators (**Creswell, 2012**). **Stringer's (2007) 'Action Research Interacting Spiral'** model is appropriate for PAR. This model has three phases: **Look, Think and Act**. The spiral of model is a process of repeation, revision and interpretations.

Process of Action Research :

Kurt Lewin (1944), father of action research, at **first used** the words 'Action Research' in his research article 'Action Research and Minority Problem'. He explored (1952) the first model of action research, which had **spiral steps** and every step had **four stages, Planning, Acting, Observing and Reflecting**. The **next step** involves **Re-planning, Acting, Observing and Reflecting**. Every stage was considered an '**Action Research Cycle or ARC**'. Afterwards, however, Lewin modified his model.

There are a number of models used in **Action Research Planning (ARP)** in the field of education. Some important models are **Susman's (1983) model**, **Ebbutt's (1985) model**, **Elliot's (1991) model**, **Altrichter, Posch & Sumekh's (1993) model**, **Calhoun's (1994) 'Action Research Cycle Model'** by **Stephen Kemmis (1995)**. 'The Action Research Spiral Model' by **Kuhne & Quigley (1997)**, **Mckernan's (1998) 'Time Process Model'**, **Sagor's (2005) model**, **Lim's (2007) 'Balanced Model'** etc.

Any model can be selected for planning of action research in the area of school education. But the above models have **four common phases**, i.e. Identification of

the area of action research, Data collection, Analysis & Interpretation of data and Future action plan. It is also to be noted that the action research may use qualitative (e.g. narrative) methods, quantitative (e.g. casual-comparative) methods or even mixed methods.

Steps Involved In Action Research :

There is no hard and fast rules followed in Action Research, because it is a dynamic and flexible process. Generally, the following steps are to be maintained :

1. Identify a problem area: First step is the determination of the problematic area of the school education which requires immediate attention of the teachers or the administration. The problem area to be identified may be anything concerning the behavior of the students, examination system, curriculum development, co-curricular activities, teaching practices, or school administrative problems. Problems should be related to the school and the teacher should know the nature & scope of various problems.

2. Identify the specific problem with its' Definition & Delimitation: Teacher should clearly make out the specific problem. For the identification of the problem the teacher has to look into the important aspect of the school like teaching, co-curricular activities, school administration etc. they should consult with other teachers for their advice on a specific problem. The teacher has to define the selected problem in a very clear and definite manner. Process of delimitation of the selected problem is very important aspects of action research.

3. Formulate the Action Hypothesis and or Research Question: The most important thing is formulation of the action hypothesis or research question, based on the nature of the selected problem. Teacher should write it with care and creative imagination. They should discuss it with other colleagues.

4. Select the Tools for gathering data: Single or number of tools should be selected on the basis of action hypothesis or research question. Preferred method includes interviews, observation, case study, self study, audio or video tapes, diaries, photos, checklists, field notes, various records, CRC, report cards, self assessment record, surveys, rating scales, questionnaires, inventories, different tests etc.

5. Collection and Presentation of Data: The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used for better understanding. **Mills (2011)** developed 'A Taxonomy of Action Research Data Collection Techniques'. Teacher may be collect individual data, group data or sub-

group data. But the data are to be organized in a way that makes it useful to identify trends and themes. Data can be presented by gender, class room, grade level etc.

6. Analysis and Interpretation of Data: Both quantitative and qualitative data are used in action research process. Therefore, different types of statistical techniques and qualitative approaches should be used for this step. The major idea is to keep the data analysis manageable so that one can identify useful information in formulating a plan of action (Creswell, 2012).

7. Development of Action Plan: An outline of action plan should be prepared on the basis of the above findings and also is to be shared with other teachers. After the necessary corrections or alteration from others, a formal action plan may be developed for implementations.

8. Implementation of Action Plan and Follow up Program: Now the plan of action must be implementing to see the desired changes. This step involves trying out an effecting solution of the problem and monitoring the overall impact of the action plan. Teachers need to share or reflect about the whole implementing process of action plan with others to make them use in similar situations whenever required. If the teachers will not achieve the adequate solution, then they will need to try out different ideas.

Some suggestions for selecting a topic

- ⊛ Keep it manageable and focus on specificity of problem.
- ⊛ It should be interesting to you and you may need some perseverance to see the inquiry through.
- ⊛ It should be workable and it can identify ways in which you might have to go in addressing the question.
- ⊛ It is not too disruptive of normal routines. It is important here to think not just of your own, but others' that your actions might affect.

Scope of Action Research in present educational settings

Effective teachers regularly evaluate the impact of their job on student learning but action research takes this ongoing self evaluation to the next level. The goal is to identify problems in the classroom through proper reflection on their practices. Therefore, the scope of action research is very wide and interesting. It can be as follows :

- * It can be a powerful tool for teachers as they assess and refine their teaching style.

- * It has generated genuine and sustained improvement in school. It gives teachers new opportunities to reflect on their teaching, to explore and taste new ideas, methods and TLMs.
- * It could investigate teaching - learning strategies, student's evaluation process, improvement in the professional growth of the teacher and school administration.
- * To make discussions about new approach of curriculum, instruction and assessment plans.
- * Different types of problems always visible in the school like as, disciplinary problems, problems related with the curriculum, problems associated with co-curricular activities, problems related with student's performance, student's learning problems, problems related with inclusive education, problems connected with mid-day-meal scheme, problem connected with student's evaluation, problems related with Teacher - Parents co-operation, problems associated with TLM etc.

Now it can be concluded that ***"Action Research is the research by the teacher, of the teacher and for the teacher"*** to solve the immediate problems faced by them. It is expected that school teachers are conducting action research in their schools and also prepare an **'Action Research Report' (ARR)**. While preparing the report the style developed and followed by **RKMSM**, Belur Math, W.B. in their **Revised B.Ed. Syllabus (2014 - 2015)** can be followed :

Section I

1. Title page.
2. Acknowledgement.
3. Contents.

Section II

1. Introduction :-

- A. Background.
- B. Objective of the Study (Identification of a problem area, Identification of the problem, delimiting the problem).
- C. Action hypotheses / Research questions.

2. Methodology :

- A. Subjects.
- B. Selection of tools for gathering data.
- C. Procedure of data Collection.

3. Results :-

- A. Presentation of data.
- B. Analysis of data.

4. Discussion :-

- A. Summary of findings.
- B. Implication of the Study.
- C. Develop a plan for action.

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A COMPARATIVE STUDY ON THE IMPACT OF COMPUTER ASSISTED INSTRUCTION AND DEMONSTRATION METHOD OF TEACHING ON THE ACADEMIC ACHIEVEMENT OF LIFE SCIENCE STUDENTS OF CLASS IX UNDER WBBSE

*Sujit Pal**

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*Paritosh Biswas****

Abstract

Choice and application of proper teaching methods by the teacher to teach any lesson is extremely essential part in case of science teaching-learning process. Selection of appropriate teaching method enhances level of understanding and simultaneously academic achievement of the learners. The present study was carried out to compare the effect of Computer Assisted Instruction (CAI) and Demonstration Method of teaching on academic achievement of students in Life Science. Two hundred (200) Life Science students of Class IX from five randomly selected schools under WBBSE were involved in the study. Necessary data were collected through achievement tests and the data were analyzed through paired samples t-test at a significant level of 0.05. Results revealed that students performed better in Life Science when the subject taught through Demonstration method as compared to the CAI method. The result is not conclusive but this study may act as a base line study for future indepth study regarding the selection of optimum methodology for the lessons to be taught in Science.

Key Words : Computer Assisted Instruction, Demonstration method, Academic achievement, Teaching methods, Life Science teaching, Science teaching.

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Introduction

Science Education is an important component of the educational system that contributes in the progress, welfare and security of the nation through development of desired understanding, skills, abilities and attitudes. In this regard, the Indian Education Commission (1964-66) warned that "If science is poorly taught and badly learnt, it is little more than burdening the mind with dead information". So, the learners will learn properly and effectively if science teaching is based on the adoption of appropriate 'method of teaching' for the lessons to be taught. The term 'Method' in teaching-learning process typically indicates the process of delivering knowledge or transmitting specific skills to pupils by their teacher (Vaidya, 1996). As per its Latin origin, it means a 'mode' or 'way'. According to the classification scheme suggested by I. D. Zvrev, the methods of science teaching can be classified into three groups: 1) Oral methods- talk, narration, lecture & work at a book; 2) Observation methods- demonstration of natural objects, charts, models, slides, films & chalk drawing; and 3) Practical methods- conducting observations, experiments & relevant laboratory work (Vaidya, 1996; Mohan, 2007).

Computer-assisted instruction (CAI) is the instruction or remediation presented on a computer that is used to direct the learners through a prescribed course of learning and testing in accordance with the needs of individualized learners. It can be defined as an interaction between a student, a computer controlled display and a response-entry device for the purpose of achieving educational outcomes (Bhatt & Sharma, 2003). CAI involves three technologies namely 1) software 2) hardware and 3) courseware. Several CAI strategies to teach biological science are developed which can broadly be classified into two different modes (Vaidya, 1996) : 1) Exploratory mode - simulations and interfaced and 2) Expository mode - tutorial, drill & practice and problem solving. Further there are other modes like Instructional games, demonstration, controlled learning, modeling etc. CAI programs are extremely useful to the Life Science students, teachers, researchers and counselors and these are utilized in various fields of Life Science education like computer-based simulation, students' assessment (pre-test & post-test), records of students' scores and progress, group instruction, teachers' training etc. Multimedia technology is one of the most exciting innovations in the area of CAI that basically involves the use of multiple channels of communication to present information. They come in a wide range and variety; some are broad and comprehensive while others are more focused.

The term 'Demonstration' means 'to show'. A demonstration is any planned performance or technique through which a teacher shows various scientific

phenomena and processes to the students so that they can have concrete experiences and understand the process skills, scientific principles, concepts or experiments properly (Ahmad, 2011). It is an established fact that the best way to teach "how" is to "show how". So, demonstration method includes experiments and also use of 2D or 3D models (static or functional), visual charts, films, slides, overhead projectors, micro projectors, multimedia presentations etc. (Sree & Rao, 2004; Ahmad, 2011). This becomes an important and effective method for Life Science teaching as Life Science is not only a theoretical subject but have a considerable portion of practical work also. Therefore, the Life Science teachers should always create situations where the learners have to think, do and reason out. Demonstration method is valuable in this context because it encourages students to be more aware of the actual phenomena being studied (Vaidya, 1996), motivates students and retains their attention and interest (Ahmad, 2011); it is also in accordance with the maxim of teaching "from concrete to abstract" (Sharma, 2010).

The study of related literatures on CAI and Demonstration method of teaching Science and Life Science and their comparative impact on students' achievement reveals that almost negligible amount of research have been conducted so far in this regard. Azar & Aydin Sengulec (2011) observed that the computer-assisted teaching method can be more effective than the laboratory-assisted teaching method in development of students' physics achievements and attitudes towards physics. Hancer & Tuzemen (2008) through their study showed that computer assisted teaching was more effective than teacher-centered methods (explaining, question-answer and demonstration) to increase academic achievement of science teaching students in the fields of science and technology and to acquire permanent teaching. On the other hand, Molefe, Lemmer & Smit (2005) conducted an empirical study to compare the learning effectiveness of Computer-based and conventional experiments in science education. The results indicated that though the computer showed the potentiality to develop into an effective teaching-aid, Computer-based demonstrations are not necessarily more effective than conventional demonstrations in the teaching of science.

However, several research studies were found where both CAI and Demonstration method of teaching science were independently compared to the traditional teaching method on the basis of students' achievement. Very few of them dealt with Life Science teaching. Of all the available works dealing with demonstration method of teaching Life Science, Hemanthakumar & Zarzar (2013) studied the effectiveness of demonstration method as an activity based method of teaching

Biological Sciences to the secondary level school students and the results showed that the performance of the students taught by demonstration method was better than that of the students taught by the conventional method of teaching. Olatoye & Adekoya (2010) investigated the effect of project-based, demonstration and lecture-based teaching strategies on senior secondary students' achievement in pasture and forage crops which is an aspect of agricultural science. It was established that project-based and demonstration teaching strategies were more potent in raising students' achievement comparing to lecture-based teaching strategy. Few other studies were found on Physical Science teaching with reference to demonstration method. Uside, Barchok & Abura (2013) established through their study on the effect of discovery method on secondary school students' achievement in physics (on the topic of cells and simple circuits) that the Discovery Experimental Method (DEM) had significant effect on the achievement of students by enhancing knowledge retention and instilling confidence when compared to the Teacher Demonstration Method (TDM). Ameh & Dantani (2012) conducted a study to determine the effect of lecture and demonstration methods on academic achievement of students in Chemistry and the results obtained revealed that students perform better in Chemistry when taught using the demonstration method as compared to the lecture method. Sola & Ojo (2007) assessed and compared the relative effectiveness of project, inquiry and lecture cum demonstration based method of teaching and conducting experiments in separation of mixtures in chemistry and it was observed that senior secondary students taught with project method performed better in the Chemistry Achievement Test (CAT) than the students taught through lecture cum demonstration method. But students taught with lecture cum demonstration method performed better than those taught with inquiry method. Svedruzic (2006) conducted a study to determine to what extent the contemporary demonstration, based on hypothesis and discussion affects the understanding of basic physical concepts compared to the traditional demonstration in Preschool, Primary, Secondary and Higher Education.

There available a number of studies on CAI method of teaching with reference to Life Science education. Biswas & Chanda (2013) observed in their study through a randomized pretest post-test design that student achievement and retention in Life Science through CAI is more effective than traditional method of teaching and can be used as a complement to usual learning method. Chopra, Rani, Rani & Verma (2012) conducted a study to develop an innovative computer assisted learning technique for teaching osteology to the first year BDS students and was found that performance after teaching with the help of visual aid was better than traditional teaching and the difference was statistically significant. Saka (2012) developed a

new approach to gain varied laboratory methods by determining the level of skills acquired before a computer-assisted POE application in "Photosynthesis-Light" and professional skills acquired in the process of teaching, and it was observed that this approach introduced the science and technology student-teachers to an efficient and reflective process to gain varied methods in the execution of laboratory applications. The other available studies comparing CAI and traditional method of teaching include several studies on Physical Science teaching-learning methods. Pal, Sana & Ghosh (2012) constructed a computer assisted multimedia courseware with the help of Adobe Flash and Bangla Word to teach a single unit of Physical Science Curriculum of class-VIII and concluded on the basis of the scores obtained by the students through a standardized achievement test that the computer assisted multimedia courseware facilitated students' learning in Physical Science better than the traditional chalk and talk method. Serin (2011) investigated the effects of the computer-based instruction on the achievements and problem solving skills of the science and technology students and found that there is a statistically significant increase in the achievements and problem solving skills of the students in the experimental group that received the computer based science and technology instruction. Udo & Ettubon (2011) investigated the relative effectiveness of computer-based science simulations on students' achievement in chemistry at the secondary school level comparing with guided-discovery and the traditional expository teaching methods, and observed that computer based simulation method was as effective as guided-discovery, but significantly better than the traditional expository method. Morgil, Yavuz, Oskay & Arda (2005) also compared the traditional and the computer-assisted teaching methods for teaching acids and bases, and a 52% improvement was observed in the post-instruction test results of the students of the experimental group whereas the control group only improved by 31%. Loss, Zadnik & Treagust (1994) opined that though current generation of computer graphical user interfaces combined with interactive multimedia (IMM) potentially provides a more adjusted environment to the instructors and learners of the Physical Science, one of the reasons for limited applicability of most commonly used IMM instructional design bases (i.e. tutorial base, data base, case study, simulation etc.) is the abstract and counter intuitive nature of many physical science concepts.

In this background, the present study aims to determine the impact of Computer Assisted Instruction and Demonstration Method of teaching on the Academic Achievement of Life Science Students of Class IX under WBBSE.

Objectives of the study

1. To study the degree of achievement of Life Science students after teaching them through Computer Assisted Instruction (CAI).
2. To study the degree of achievement of Life Science students after teaching them through Demonstration method.
3. To compare the usefulness of Computer Assisted Instruction (CAI) and Demonstration method as a method of teaching Life Science in the light of students' achievement.

Hypotheses of the study

H₀1 : There exists no significant difference in the performance of the Life Science students when 'Human Blood' of class IX is taught through CAI and Demonstration method.

H₀2 : There exists no significant difference in the performance of the Life Science students when 'Human Heart' of class IX is taught through CAI and Demonstration method.

H₀3 : There exists no significant difference in the overall performance of the Life Science students when both 'Human Blood' and 'Human Heart' of class IX are taught through CAI and Demonstration method.

Methodology

Sample :

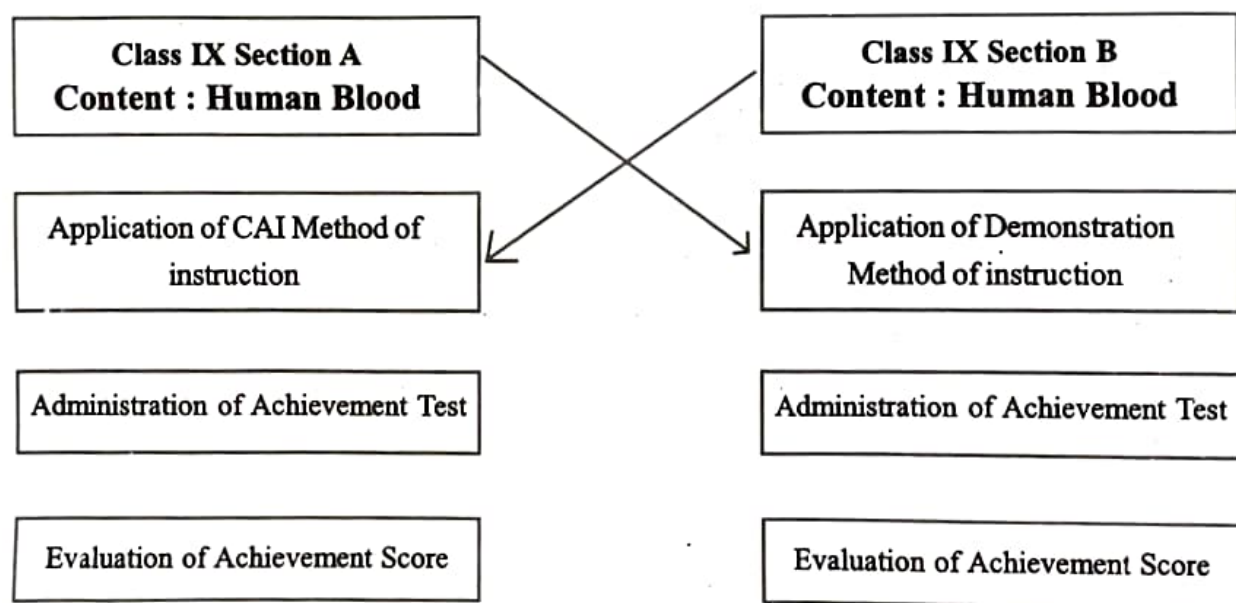
The sample for this study was drawn from the list of Bengali medium Govt.-aided Secondary and Higher Secondary institutions of two subdivisions of South 24 Parganas district of West Bengal. Total number of students in the sample was 200, surveyed from 2 schools of Diamond Harbour subdivision and 3 schools of Alipore subdivision where the Institutional authorities permitted the researcher to undertake the said research work. In those schools, two sections of class IX were selected which had almost same achievement level according to their performance in the third unit test.

Tools & Techniques :

From the Unit 'Animal Circulation' of the syllabus of Class IX under West Bengal Board of Secondary Education (WBBSE), two lessons named 'Human Blood' and 'Human Heart' were selected for the present study.

In each school, the CAI method of instruction was first employed to teach the students of Class IX Section A. 'Human Blood' was first chosen as the Content. On the other hand, Demonstration method of instruction was applied on the students of Class IX Section B to teach the same content i.e. 'Human Blood'. In both the cases, self-developed achievement tests (full marks-25 and time allotted -35 minutes) were prepared and applied on the students at the end of the instruction. After that, the same content, 'Human Blood' was taught through Demonstration method in Class IX Section A and through CAI method in Class IX Section B. Self-developed achievement tests were also applied on the students and results were noted down for necessary analysis.

The entire experimental design followed in each school is presented diagrammatically below :



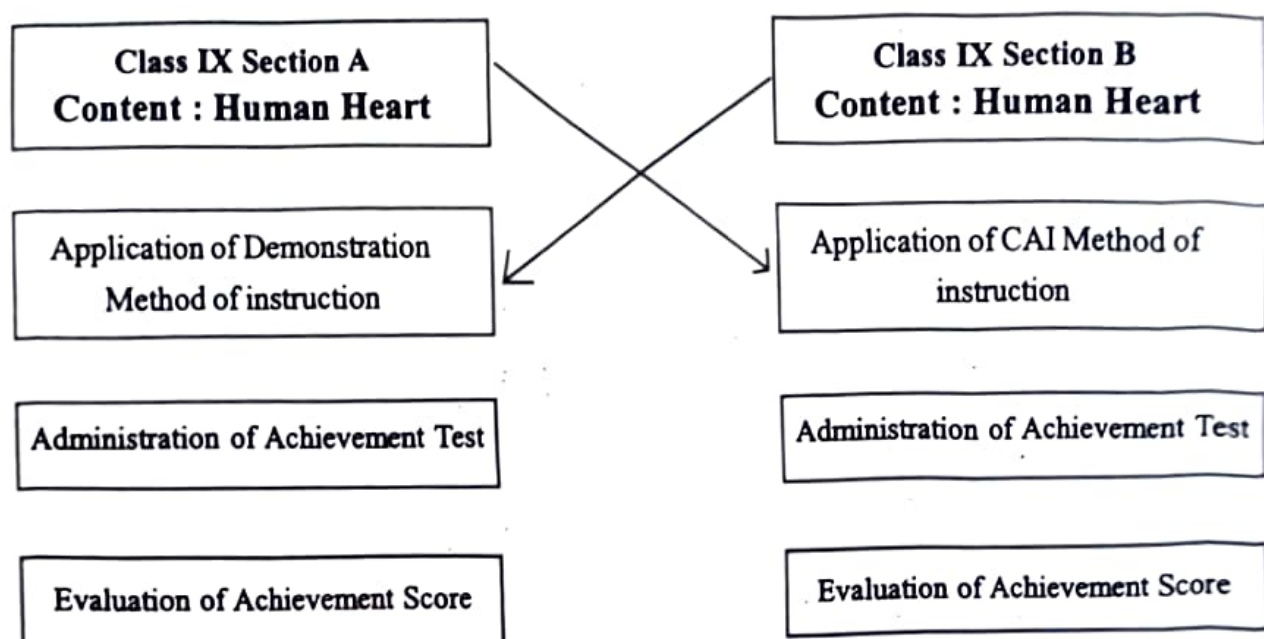


Fig 1. Experimental design followed in the study

The CAI method was applied through preparation of a multimedia courseware on the content using Adobe Flash and Bangla Word software. Presentation of the courseware was made by using Projector (where available) or TFT monitor (where Projector was not available). The Demonstration method was applied on the students by using models, charts, preserved specimen of Human Heart, microscope, pre-prepared slides of Human Blood, chalk and blackboard etc. The hypotheses formed earlier were tested through paired samples t- test by using Statistical Package for the Social Sciences (SPSS) version 20.0.

Data analysis and interpretation

Initially the achievement score of the students were calculated individually for each method and as well as cumulatively for both the method.

Table 1. Descriptive statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Human Blood taught through CAI method (HBCAI)	200	14.27	0.233	3.297
Human Blood taught through Demonstration method (HBDEM)	200	17.53	0.154	2.180
Human Heart taught through CAI method (HBCAI)	200	14.96	0.218	3.078
Human Heart taught through Demonstration method (HBDEM)	200	17.10	0.180	2.547
Human Blood and Human Heart collectively taught through CAI method (TCAI)	200	29.23	0.350	4.957
Human Blood and Human Heart collectively taught through Demonstration method (TDEM)	200	34.63	0.257	3.640

Results from Table 1 indicates that mean achievement scores of the students learned through demonstration method of instruction (17.53, 17.10 and 34.63) are quite high than CAI method of instruction (14.27, 14.96 and 29.23). Graphical analysis (Fig. 2, 3 & 4) also establishes the similar kind of observation.

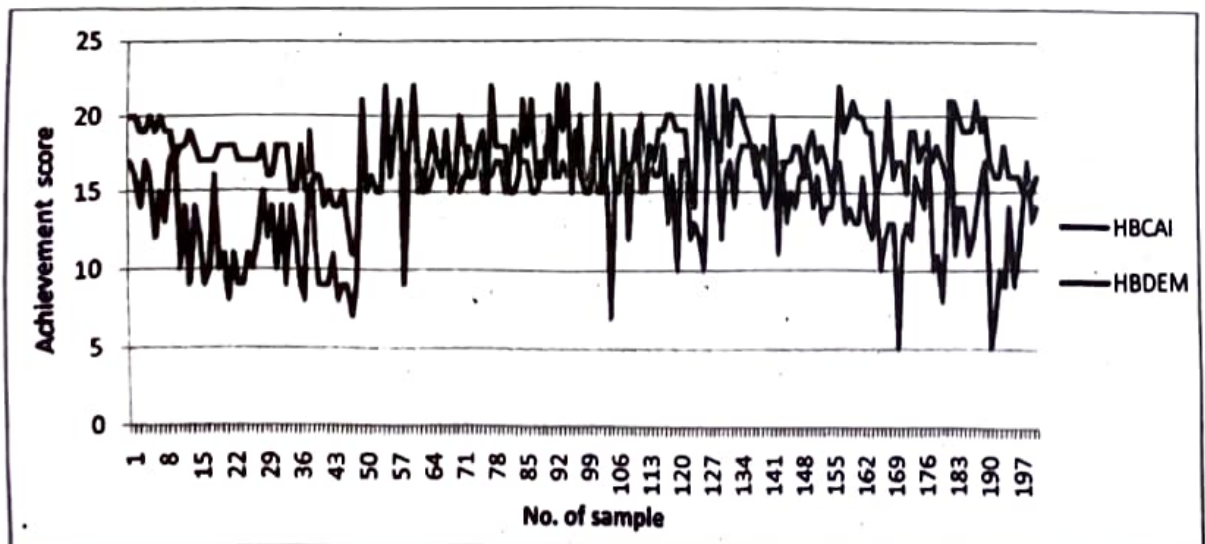


Fig 2. Comparative distribution of achievement scores (Human Blood is taught through CAI and Demonstration method)

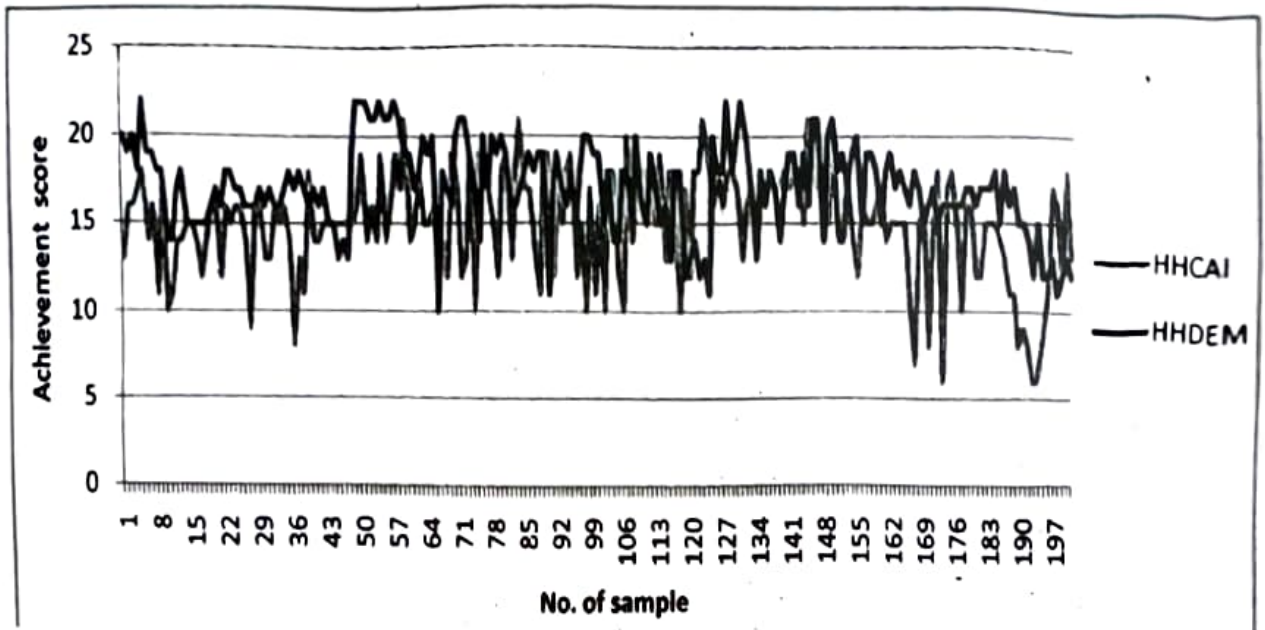


Fig 3. Comparative distribution of achievement scores (Human Heart is taught through CAI and Demonstration method)

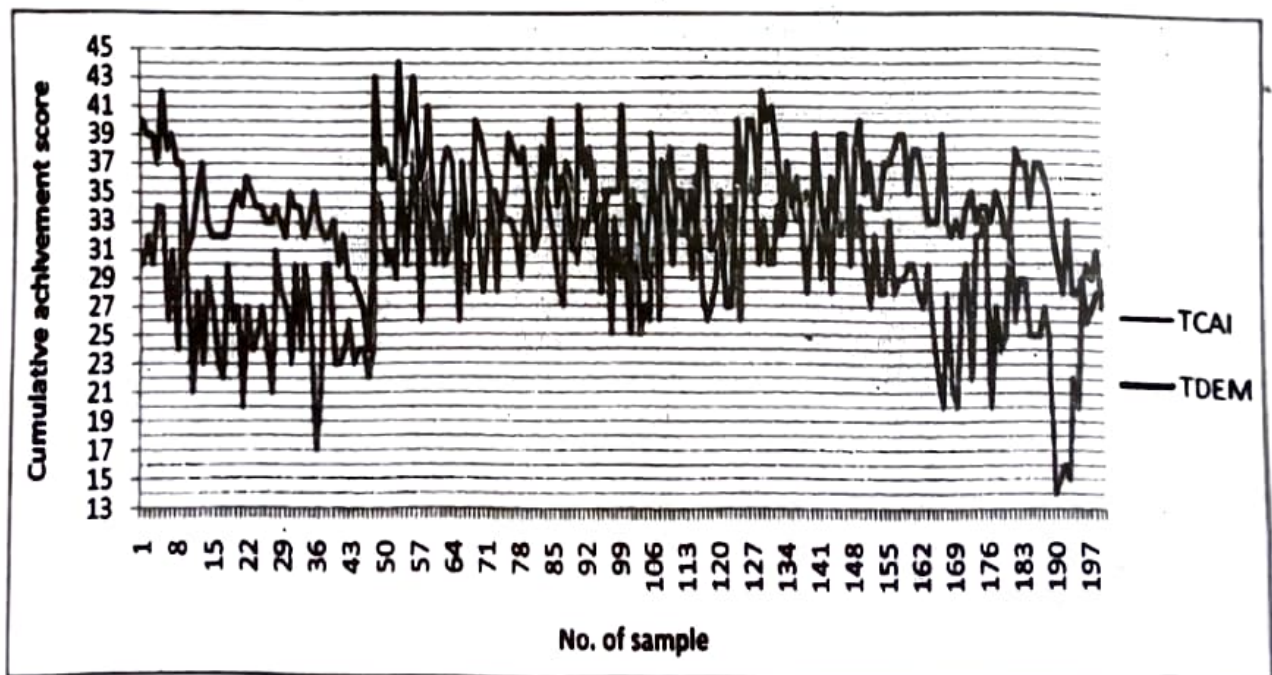


Fig 4. Comparative distribution of cumulative achievement scores (both Human Blood and Human Heart are taught through CAI and Demonstration method)

Table 2. Results of paired samples t- test

Testing of Hypotheses	Variables	N	Paired Differences			t	df	Remarks
			Mean	Std. Deviation	Std. Error Mean			
H ₀₁	Pair 1 HBCAI - HBDEM	200	-3.265	3.538	0.250	-13.051*	199	significant at p 0.05
H ₀₂	Pair 2 HHCAI - HHDEM	200	-2.135	3.634	0.257	-8.310*	199	significant at p 0.05
H ₀₃	Pair 3 TCAI - TDEM	200	-5.400	5.107	0.361	-14.954*	199	significant at p 0.05

The results of paired samples t- test reflect that the t-values calculated to test all the three hypotheses i.e. H₀₁, H₀₂ and H₀₃ are significant at p=0.05 level of significance (-13.051*, -8.310* and -14.954* respectively). Therefore, all the null hypotheses (H₀₁, H₀₂ and H₀₃) are rejected and it can be stated that there exists statistically significant difference in the performance of the Life Science students when 'Human Blood' and 'Human Heart' of class IX are taught separately or collectively using CAI and Demonstration method of instruction. It can also be inferred that Demonstration method appears to be more effective than CAI method of instruction in term of effective learning and achievement of students. This finding is adequately supported by the studies conducted by Molefe, Lemmer & Smit (2005) where it was established empirically that computer-based demonstrations are not necessarily more effective than conventional demonstrations in the teaching of science. Further, the research findings reported by Olatoye & Adekoya (2010), Hemanthakumar & Zarzari (2013) on Life Science teaching and the findings of Svedruzic (2006), Sola & Ojo (2007), Ameh & Dantani (2012) and Uside, Barchok & Abura (2013) on Physical Science teaching provide sufficient support for the usefulness of Demonstration method when compared to the traditional methods of teaching science.

Conclusion

Statistical analysis clearly revealed that in case of teaching Life Science, Demonstration method of teaching is more effective than the CAI method. This is may be due to the following facts: 1) Life Science as a subject in secondary level

mainly covers those aspects which are based on concrete experiences of nature and can be taught more effectively through Demonstration method than CAI. 2) Demonstration method is capable to provide easier comprehension and better retention, 3) Although students' participation is less, Demonstration method can be considered as activity-based method comparing to CAI in term of students' and teacher's constant involvement, 4) Demonstration method is capable of gaining attention and interest of the students for a longer span of time as it is based on psychological principle, 5) Demonstration method is capable of inducing creativity through logical and divergent thinking in students more effectively than CAI, 6) Demonstration method relates theory to practical work through demonstration of experiments which is beyond the scope of CAI, 7) the laboratory skills (like dissection, slide preparation, preservation, operation of instruments etc.) when initially demonstrated by the teacher rather than simulating through CAI, helps students in better way to perform and achieve those skills perfectly. CAI may be useful in teaching those aspects of Life Science where the advanced and complex features of Life Science are involved (like DNA replication, mechanism of photosynthesis & respiration, action of hormones & enzymes, biotechnological concepts etc.) and which are not practically possible to demonstrate in normal classroom setting. Otherwise, the basic and fundamental concepts of secondary level Life Science curriculum can be provided much effectively to the students through Demonstration method. Another important advantage of Demonstration method over CAI is that it is more economical in terms of time, money and other resources (Ahmad, 2011). CAI requires highly specialized technological set up which is difficult to be arranged in all type of schools, especially in rural schools or the schools of slum areas. Also, computers, projectors, accompanying software and interactive courseware are quite expensive and have to be maintained and upgraded regularly. Though a major criticism of Demonstration method is its being teacher-centered allowing little participation from the students and without feedbacks (Sola & Ojo, 2007); in Indian school education system, this method is quite effective in terms of students' learning and academic achievement as evident from the present study. Although the result is an indicative one, more in depth study is required for any further conclusion regarding the choice of optimum teaching methodology in Life Science.

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SELF CONCEPT OF THE VISUALLY IMPAIRED AND NORMAL ADOLESCENT STUDENTS

*Prof. Kaberi Saha **

*Dr. Mun Kalita***

Abstract

Loss of vision acuity induces a variety of adjustment problems and personality deterrents. The significant role of vision becomes evident from the fact that man both physically and psychologically, is the product of his continuous interaction with his environment, and vision plays a pivotal role in this interaction. The "Self" emerges in early childhood period as a result of interaction between the child and the total environment. By late adolescence period, the concept of 'self' assumes stability. Every adolescence either normal or disable may develop their self-concept. It is seen that the physically handicapped child in his social relationship is like all children, attempting to ensure not his physical organic self, but his phenomenal self, the concept of himself of which he is cognisant. The visually challenged adolescents generally faces problems like adjustment problems which might occur in the normal developmental progress of self and for the maintenances of self concept already developed. In view of the above facts an attempt was made by the researchers in the present study to compare the normal and visually impaired adolescent with respect to the two specific dimensions of the self concept.

Key Words : Visually impaired, Self Concept, Adolescents.

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Lecture delivered in UGC sponsored national seminar (November, 2014) at our college.

Introduction

Senses are said to be the gate ways of knowledge. Out of five sense organs, the sense of sight possesses the most unique advantages of providing knowledge and information of the environment surrounding us. In a most comprehensive and suitable ways. Unfortunately the children with visual impairment in one way or the other are denied the valuable opportunities of coming into direct contact with the realities of life and environmental surroundings through their sense of sight. Moreover adolescence is the most challenging period of life during while individual makes the first serious effort to mark out the self concept. 'Self concept is a term, which is widely used in the field of Psychology. It appears that human behaviour is cantered much around the concept one has about one's self, 'who am I?' 'What am I?' are few of persisting questions that being human mind. It is one of the bases of answer to such questions that human behaviour changes from person to person time to time and from situation to situation. It is said to be the core of personality pattern.

Adolescent's self concept is dynamic and causality is complex. As the problems of one's life can lower down the self concept, similarly low self concept can also cause problem. Researcher found that for adolescents having a high academic self concept is associated with positive academic performance (Byrne, 1996), (Marsh, et al, 2006), (Tarrent et al, 2006). On the other hand an overall negative self-concept in adolescence has been associated with depression, drug use and eating disorders in girls (Lewiston, et al, 1997). There are several signs of having negative self concepts among the adolescents like, doing poorly in school or colleges, having few friends, putting down oneself and others, teasing others, showing excessive amount of anger, being excessive jealous hesitating to try new things (Hadly et al, 2008) The present study aims at to compare the Self concept of the Normal and visually impaired adolescents boys and girls of Assam.

Design of the Study

As the main purpose of the study was to compare the self concept of the the Normal and visually impaired adolescents boys and girls of Assam, hence the casual comparative method of descriptive research has been selected.

The Setting

The present study has been conducted in six special schools meant for the visually impaired and six normal (general) schools of Assam.

Objectives of the Study

1. To compare the self concept of Normal and visually impaired adolescents.
2. To compare the self concept of normal and visually impaired adolescents with respect to anxiety.
3. To compare the self concept of normal and visually impaired adolescents with respect to happiness and satisfaction.

Hypotheses of the Study

Ho1 There exist no significant difference between the boys and girls regarding their self concept.

Ho2 There exist no significant difference of self concept between the boys and girls with respect to anxiety

Ho3. There exist no significant difference of self concept between the boys and girls with respect to happiness and satisfaction

Population and Sample

The population of the present study involved the normal adolescent's students and visually impaired adolescent's students of Assam. The sample consists of 100 visually impaired adolescent students and 100 normal adolescents' students. The simple random sampling method has been adopted.

Tools and Techniques

The Children's self concept Scale (CSCS) developed by Dr. S.P. Ahluwalia (Sagar) in 1969 was used to measure the self concept. It consists of fourteen items to detect the children's and adolescent's self concept. The sub scales are behaviour, intellectual and school status, physical appearance and attributes, anxiety popularity, happiness and satisfaction. This paper deal with the two sub scales like Anxiety & Happiness and satisfaction.

Statistical Technique

Both the descriptive as well as the inferential statistics like Mean, Standard Deviation, t test etc are used in analysing the data.

Analysis and Interpretation of the Data

Ho1 There exist no significant difference between the boys and girls regarding their self concept.

Table 1
Mean, SD, " t "ratios of the Normal and Visually impaired Boys & Girls

Self Concept								
Students	Boys				Girls			
	M	SD	t-ratio	Sig Level	M	SD	t-ratio	Sig Level
NAS	56.28	6.08	0.73	NS	56.06	6.92	1.54	NS
VAS	55.88	5.75			54.00	6.14		

$P < 0.5$

NAS= Normal Adolescents students
 VIAS= visually impaired adolescent students

The above table represented the Mean, SD and t ratio of the self -concept scores of normal and visually impaired adolescents students. From the table it is observed that the calculated' value ($t=0.73$) is less than the table value at 0.5% level. So it is not significant and we can reject our null hypothesis. Hence it can be inferred that the self concept of the visually impaired adolescents students do not differ significantly with that of the normal adolescents students. The findings of this objective support the findings of the study made by Folk and Fun (2004), Griffin-Shirley and Nes(2005), Lifshitz *et al*(2007), Bernaras *et al* (2009). But the study contradict with the study made by Mieghan(1971), Beaty (1991 ,1992).

Ho2 There exist no significant difference of self concept between the boys and girls with respect to anxiety

Table 2
Mean, SD , "t ratios of the Normal & Visually impaired Boys & girls with respect of Anxiety

(N=100)								
Students	Boys				Girls			
	M	SD	t-ratio	Sig Level	M	SD	t-ratio	Sig Level
NAS	9.70	1.69	1.02	NS	9.46	2.24	1.19	NS
VAS	9.34	1.61			8.98	2.08		

$P < 0.5$

NAS= Normal Adolescents students

VIAS= visually impaired adolescent students

The above table represent the Mean, SD and "t" ratio of the self concept scores of normal and visually impaired adolescents girls with respect to anxiety. The respective Mean and SD for the NAS and VAS boys and girls are (M=9.70, 9.34) and (9.46, 8.98) respectively. The "t- ratios are (1.02, 1.19) which are found to be not significant at any level. Hence we can say self concept of the normal and visually impaired boys and girls with respect to anxiety do not differ significantly.

Ho3. There exist no significant difference of self concept between the boys and girls with respect to happiness and satisfaction

Table 3

Mean, SD, "t" -ratio of the Normal & Visually impaired Adolescence Boys & Girls in respect of Happiness & satisfaction

(N=100)								
Students	Boys				Girls			
	M	SD	t-ratio	Sig Level	M	SD	t-ratio	Sig Level
NAS	5.58	0.73	1.14	NS	5.76	2.24	1.19	NS
VAS	5.80	0.97			5.80	2.08		

$P < 0.5$

NAS= Normal Adolescents students

VIAS= visually impaired adolescent students

The above table represent the Mean, SD and "t" ratio of the self concept scores of normal and visually impaired adolescents girls with respect to anxiety. The respective Mean and SD for the NAS and VAS boys and girls are (M=5.58, 5.80) and (5.76 5.80), respectively. The "t- ratios are (1.14, 1.19) which are found to be not significant at any level. Hence we can say self concept of the normal and visually impaired boys and girls with respect to the happiness and satisfaction do not differ significantly.

Conclusion

The present study was designed to compare the normal and visually impaired adolescence with respect to their self concept. In this particular study normal adolescents are those who are free from any physical and mental deficiencies. On the other hand, visually handicapped means a person who suffers from total absence of light, or visual acuity not exceeding 20/200 (Snellen) in the better eye or correcting lenses or limitations in the field of vision subtending an angle of 20 degree or worse. Children with any types of disabilities generally possess negative thoughts about themselves depending on parents and others. (Vernon 1993) On the basis of the findings of the study it has been observed that, the self concept of the Normal and visually impaired adolescents does not differ significantly. This implies that visual impairment has no direct influence on the development of the self concept among the sample group. Baumrind (1991) suggested that the development of self concept of the children and adolescents requires an environment that provided the freedom to explore and experiment and protection from danger. The sample of the present study must be from that environment where they get ample scope for their development of the self concept. However if the study could be done on the various components of the self concept, then some variation may occur in the process of development of the self concept among the normal and visually impaired adolescent student.

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THE RIGHT TO EDUCATION AND EDUCATION OF THE DISABLED IN THE ELEMENTARY STAGE

*Dr. Piku Chowdhury **

Abstract

Educating the people with special needs is one of the most significant challenges in every nation. It is imperative for every nation to adopt appropriate measures for educating each and every citizen. The Right to Education opens up new vistas for the differently abled citizens since education tends to make them economically productive, liberating them from a life of dependency and sympathy from others. In India literacy rate has shown remarkable improvement in the last few decades for the rural and urban areas like. However in the case of the disabled people access to education still remains a major challenge. Right to education, that flows directly from the Right to life, as recognized by the Supreme Court in *Mohini Jain versus Union of India* (1992) 3 SCC 666 case, assures the dignity of an individual and as per the Supreme Court order all state governments are under an obligation to make an endeavour to provide educational facility to all its citizens (para 12). However, studies reveal that though the government, in tandem with a number of private schools as well as voluntary organizations had adopted various strategies and plans to mainstream the differently abled citizens, only 49.31% of them were literate (Census, 2001). The inadequate number of educational and other facilities for the disabled was identified as a measure cause, though intriguingly enough, the attitude of parents and mindset of the people emerged as the principal culprit. Despite the RTE that grants provisions for free and compulsory education, the disabled children have long been excluded from education. What is more appalling is the attitude of the teachers, who are supposed to spread awareness and

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have been entrusted with the duty to mainstream the differently abled children for the true development of the nation. Interestingly enough, most of these teachers have been exposed systematically to various workshops on the subject and are mostly trained. This paper attempts a study of the attitude of the primary school teachers of the government aided schools in Kolkata and suburbs towards the Right to Education Act which forces them to accept and teach differently abled children in the already huge regular classrooms. The paper attempts a brief survey of the evolution of the Right to Education Act 2009 and then tries to assess the implementation in primary education today. Primary education is perhaps most important area, crucial for the mainstreaming of the disabled and enhancement of the literacy rate. Thus the attitude of the practicing primary teachers emerges as a significant factor. In this study 40 elementary teachers, selected randomly from some primary schools in and around Kolkata, were given a 15 item questionnaire on various aspects of the right to education and compulsory education the disabled in connection. Both trained and untrained teachers were included as samples. The complete text of the RTE as published in The Gazette of India, Extraordinary and the FAQ published by UNICEF were supplied to and discussed (in some cases) with the respondents and the same questionnaire was administered again after the treatment. This study attempted to find out whether there is any significant change in their awareness about RTE and attitude towards the presence of the disabled children in their classes after the treatment. The result shows there was a significant change in awareness level, though the change in attitude was found to be insignificant.

Key Words : RTE, Elementary education, Children with special needs, Confidence, Awareness.

Introduction

Educating the people with special needs is one of the most significant challenges in every nation. It is imperative for every nation to adopt appropriate measures for educating each and every citizen. The Right to Education opens up new vistas for the differently abled citizens since education tends to make them economically productive, liberating them from a life of dependency and sympathy from others. In India literacy rate has shown remarkable improvement in the last few decades for the rural and urban areas like. However in the case of the disabled people access to

education still remains a major challenge. Right to education, that flows directly from the Right to life, as recognized by the Supreme Court in *Mohini Jain versus Union of India* (1992) 3 SCC 666 case, assures the dignity of an individual and as per the Supreme Court order all state governments are under an obligation to make an endeavour to provide educational facility to all its citizens (para 12). However, studies reveal that though the government, in tandem with a number of private schools as well as voluntary organizations had adopted various strategies and plans to mainstream the differently abled citizens, only 49.31% of them were literate (Census, 2001). Besides, in rural areas the literacy rate was found to be even lower. The inadequate number of educational and other facilities for the disabled was identified as a measure cause, though intriguingly enough, the attitude of parents and mindset of the people emerged as the principal culprit. Despite the Right to Education Act that creates provisions for free and compulsory education, the disabled children have long been excluded from education. What is more appalling is the attitude of the teachers, who are supposed to spread awareness and have been entrusted with the duty to mainstream the differently abled children for the true development of the nation. Interestingly enough, most of these teachers have been exposed systematically to various workshops on the subject and are mostly trained.

History

Concerted efforts at mainstreaming children with special needs, however is not new. Even before the RTE Act 2009, the Persons with Disabilities Act, 1995 and a Programme of Action 2005 had outlined the necessity and mandate of including differently abled children in the regular schools. The Statement of Minister of Human Resource Development in the Rajya Sabha on 21st March, 2005 clearly revealed a concrete course of action for the said purpose – “The need for inclusive education arises precisely because it is now well understood that most children with disabilities can, with motivation and effort on the part of teaching institutions, become an integral part of those institutions. The government is committed to providing education through mainstream schools for children with disabilities, in accordance with the provisions of the Persons with Disabilities Act, 1995. Non-specialist schools, whether at the elementary, secondary or higher levels can, with appropriate support within the education community adapt themselves to work with children with disabilities. Worldwide there is a conscious shift away from special schooling to mainstream schooling of education for children with disabilities. It should, and will be our objective to make mainstream education not just available but accessible, affordable and appropriate for students with disabilities.” The main objectives of the Action Plan were :

- * To ensure that no child is denied admission in mainstream education.
- * To ensure that every child would have the right to access an Aanganwadi and school and no child would be turned back on the ground of disability.
- * To ensure that mainstream and specialist training institutions serving persons with disabilities, in the government or in the non-government sector, facilitate the growth of a cadre of teachers trained to work within the principles of inclusion.
- * To facilitate access of girls with disabilities and disabled students from rural and remote areas to government hostels.
- * To provide for home based learning for persons with severe, multiple and intellectual disability.
- * To promote distance education for those who require an individualized pace of learning.
- * To emphasize job-training and job-oriented vocational training, and
- * To promote an understanding of the paradigm shift from charity to development through a massive awareness, motivation and sensitization campaign.

The Minister of Human Resource Development further added that since the Indian Constitution provides for free and compulsory education of all children up to 14 years, the Ministry is separately working on legislation on this subject. Through the Action Plan the Government assured to monitor the enrolment in schools of disabled children. The Sarva Shiksha Abhiyan provides for district based educational planning and implementation for all children of the age group 6 to 14 years. The Course of Action professed that it will be ensured that district level plans focus on all aspects of the education of children with special needs, including enrolment, support through assistive devices and the availability of trained teachers. Appropriate Special Schools in the non-governmental sector would increasingly become resource centers to assist with teacher training and supply of training material, and ensure retention of enrolled children with disabilities within the mainstream schools. These resource centers will support non-formal education as also home-based learning activities. Under the Sarva Shiksha Abhiyan State Governments are given 'earmarked' funds for undertaking special activities aimed at every single identified child with special needs. Utilization of these funds will be closely monitored. The Minister said that - "We hope that these concerted efforts will lead to the coverage of all children with disabilities as part of the universalization of education up to 14 years. The Persons with Disabilities Act, 1995 provides for access to free education in an

appropriate environment for children with disabilities till they attain the age of 18 years. The educational needs of disabled persons between the ages of 14 and 18 will be covered through a range of interventions including a Revised Plan for Inclusive Education of Children and Youth with Disabilities (IECYD) at an enhanced outlay of Rs. 1,000 Crores. Whereas under the Scheme of Integrated Education for the Disabled Children (IEDC) as it stands at present, children with disabilities are placed in a regular school without making any changes in the school to accommodate and support diverse needs, the revised IECYD will, in contrast, modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs."

Earlier efforts towards formulation of the Right to Education Act 2009 may be discussed briefly for a comprehensive understanding of the philosophy and vision behind this endeavor. A brief outline of the developments in the area since independence is proffered below :

In 1950, the Constitution of India asserted in Article 45, as one of the directive principles of State Policy that "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". A more concrete effort towards the formulation and implementation of the act is perceived in December, 2002 when the 86th Amendment Act (2002) via Article 21A (Part III) seeks to make free and compulsory education a Fundamental Right for all children in the age group 6-14 years. Again in October 2003, a first draft of the legislation envisaged in the above Article, viz., free and Compulsory Education for Children Bill, 2003, was prepared and posted on this website in October, 2003, inviting comments and suggestions from the public at large. In 2004, again, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004, was prepared and posted on the <http://education.nic.in> website. Following this, in June 2005, The CABE (Central Advisory Board of Education) committee drafted the 'Right to Education' Bill and submitted to the Ministry of HRD. MHRD sent it to NAC where Mrs. Sonia Gandhi is the Chairperson. NAC sent the Bill to PM for his observation. On 14th July, 2006, the finance committee and planning commission rejected the Bill citing the lack of funds and a Model bill was sent to states for the making necessary arrangements. (Post-86th amendment, States had already cited lack of funds at State level). In the same year, on 19th July, CACL, SAFE, NAFRE, CABE invited ILP and other organizations for a Planning meeting to discuss the impact of the Parliament action, initiate advocacy actions and set directions on what needs to be done at the district and village levels.

Provisions of RTE

The major provisions of the RTE Act that evolved from such prolonged efforts may be summarized in the following manner :

- i. The right of children to free and compulsory education till completion of elementary education in a neighborhood school.
- ii. 'Compulsory education' makes it obligatory on the government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the 6-14 age group. In order to make elementary education "free", no child shall be liable to pay any kind of fee or charges or expenses which would prevent him or her from pursuing and completing elementary education.
- iii. The RTE Act mandates that eventually elementary education must be provided by formal and recognised schools. All existing EGS centres (Sishu Siksha Kendra(SSK) and Madhyamaik Siksha Kendra(MSK in West Bengal) should be converted to regular schools or closed down when children are mainstreamed into neighbourhood schools.
- iv. It provides for a child not enrolled, whether never enrolled or a drop out, to be admitted to an age appropriate class in a formal school.
- v. It specifies the duties and responsibilities of the appropriate Government, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Government.
- vi. It lays down the norms and standards relating to Pupil Teacher Ratio (PTRs), buildings and infrastructure, school-working days, teacher-working hours etc.
- vii. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school ensuring that there is no urban-rural imbalance in teacher postings. It also prohibits the deployment of teachers for work not related to education, other than the decennial census, elections and disaster relief. Also school teachers should not be involved in private tuition.
- viii. It provides that teachers will be appointed only with the requisite professional training and academic qualifications. RTE (section 26) requires that vacancy of teachers in a government school or government-aided school should not exceed 10% of the total sanctioned strength.

ix. Every unaided school, imparting elementary education, is to be registered with the appropriate authority (e.g., District Inspector's Office) within a given timeframe. Unaided schools are required to reserve 25% of the seats for children belonging to weaker sections and disadvantaged groups in the neighbourhood. The State RTE Rules should specify the limits of neighbourhood unambiguously for primary and upper primary schools.

x. The primary responsibility of monitoring the quality of education in a school rests with the School Management Committee (SMC). Hence, all other school-level committees (e.g., PTA, MTA) are to be closed.

xi. It prohibits (a) physical punishment and mental harassment of children, (b) screening during admissions, (c) payment of capitation fees, (d) prohibition of private tuition by teachers, and (e) bars the running of schools without recognition from the government.

xii. It provides for development of curriculum which would ensure the all round development of a child building on the child's knowledge, potential and talent and make the child free of fear, trauma and anxiety through a system which is child friendly and promotes child-centered learning in consonance with the values enshrined in the Constitution.

Effect of RTE

With the introduction of the Right to Education Act, 2009 a surge of new hope passed throughout the nation as it was greatly believed that now the previous commitments would see realization fast enough and the provisions would bring about rays of hope for the children with special needs who had been denied the light of education and dignity so far, despite various formulations in black and white. However, how far the provisions have been implemented remains a grey area that came under the scanner in 2013. A report titled "The Status of Implementation of RTE Act-2009 in Context of Disadvantaged Children at Elementary Stage" (2013) by Department of Elementary Education, National Council Of Educational Research And Training, New Delhi, revealed appalling facts about education of the differently abled children and their inclusion in regular schools even four years after the Right to Education Act came into being. The report exposed the following :

- ⊕ Orientation of teachers for RTE (except for Orissa) did not include information about disadvantaged and children with disabilities.
- ⊕ Parents were not aware of various provisions of RTE Act.
- ⊕ All states/UTs have taken initiatives in conducting community awareness programmes to bring all children, including children with disabilities, to schools.

- ★ Vigorous efforts are needed to create awareness in society for RTE.
- ★ Untrained teachers in Jharkhand affect the quality of education.
- ★ Scholarship scheme is not applicable to SC/ST/BPL children coming from other states to Gujarat.
- ★ Children with various disabilities in Jharkhand did not receive scholarship amounts except for those who belonged to SC/ST categories.
- ★ States/ UTs have plans to increase scholarship amount for disadvantaged and children with disabilities.
- ★ There were very few cases of age appropriate admissions of disadvantage and children with disabilities.
- ★ Teachers have not been trained to teach children admitted under age-appropriate admissions. These children were seated with high performing children so that they could pick up fast.
- ★ Inclusive education resource teachers (IERTs) are appointed on contract basis and they are given multi-category training to deal with all types of disabilities in AP.
- ★ Suitable ramps for wheelchair users were not available in most of the schools. Gujarat had better record in constructing ramps, but not all schools had suitable ramps.
- ★ Disabled friendly toilets were available in very few schools of states / UTs.
- ★ Educational materials for children with disabilities were non-existent in most sample schools.
- ★ States/ UTs have very limited vision of arranging different types of educational materials for children with various disabilities.
- ★ Safety and security of children was at high risk in some sample schools of Jharkhand and Uttarakhand.
- ★ Regular teachers have not been trained in the area of disabilities.
- ★ Children with disabilities, especially visually impaired, have not been provided teaching-learning materials individually.
- ★ Braille books, aids and appliances were not supplied to Orissa and Uttarakhand by NIVH, Dehradun despite repeated reminders.
- ★ In many states/UTs, broken/faulty aids and appliances are replaced after a period of one year hindering educational progress of the child.

Newspaper reports brought out intriguing facts as well. *Times of India* New Delhi dated June 30, 2012 brought out interesting facts. It reported that only 5 % of the schools were following RTE guidelines as stated by the convener of RTE Forum.

Additionally, there were problems, such as shortage of 10,00,000 teachers, untrained teachers in some places, Para-teachers and student-teacher ratio. *Times of India* New Delhi, dated July 2, 2012 reported an interview with Shri Ambrish Rai, National Convener of RTE Forum. Three questions were placed before him. These questions were 1. Where do we stand in terms of deadline for the implementation of the RTE Act? 2. What concrete steps were being taken by the RTE Forum in terms of mobilization of people? 3. What about 25 % reservation in private schools? In response to the first question, Mr. Rai said that the Forum was struggling with problems in implementation of the Act at grass root level. He added that 95 % of schools were not complying with the RTE laws. Lack of teachers, infrastructural deficiencies for children with disabilities, violation of age appropriate admissions were other issues that need urgent attention. Replying to the second question, Mr. Rai said that concrete steps were being taken to mobilise people through NGOs, teacher organizations and through campaigns at village and block levels. In response to the third question, he said that education is a social tool beyond the boundaries of rich and poor and private schools should fulfill their responsibilities. *Hindustan Times Mumbai*, August 08, 2013 brought out facts where with over 90% of city schools still to meet infrastructure norms required under the Right to Education Act (2009), the blacklisted schools have been given a second chance. The school education department has given the institutions two months to comply with these norms or else face de-recognition. As per the RTE act, schools were supposed to comply with ten infrastructure norms stipulated in the act by August 31, 2013. However, considering that 1,600 schools out of 1,703 in the city have not fulfilled the norms, the department gave them some extra time. "Majority of the schools have not fulfilled these norms. It would be impractical to derecognize them all. Hence the extension has been given," said Mahavir Mane, state director of primary education. *Hindustan Times Mumbai*, July 20 reported that only 103 schools in the city had fulfilled the norms. Majority of the schools have missed implementing two to three norms like kitchen sheds, ramps, and pupil-teacher ratio, which schools say are difficult to follow practically. Mane added that individual schools will be given time depending on which infrastructure they need to build. Though relieved, some schools fear, the time given might not be sufficient. Even schools that have been pulled up for not having big classrooms will not be able to meet this deadline. The RTE requires classrooms to be at least 400 square feet, but most city schools have only 300 to 350 square feet. "The BMC is not giving permission to expand the classrooms. Most of the classrooms are built according to the rules before RTE," said Prashant Redij, vice president of the association of private schools. Schools that do not upgrade their infrastructure

in the time given will have to pay a fine up to Rs. 10,000 per day and could lose their recognition. *The Hindu* Bangalore of October 19, 2013 reported what Member of the Karnataka State Child Rights Commission, Speaking at a conference that discussed the implementation of the Right of Children to Free and Compulsory Education Act 2009, Fr. Edward Thomas said. He asserted that parents and children were victims of various private unaided schools that were obligated to admit 25 per cent children belonging to "weaker sections of society and disadvantaged groups". During the conference that was organized by a group of non-governmental organizations, representatives of the School Development Monitoring Committees (SDMCs), parents and activists raised issues about the "grey areas" in the Act that needed to be addressed. Suma S.R., whose child studies at VLS International School in Basaveswarnagar, pointed out that while the Act aims at providing free and compulsory education and makes the government accountable, there is a need for the government to regulate the fees charged by private schools. Yet another parent, who did not want to be identified, reported to *The Hindu*, that her child was admitted to a private school in Nayandahalli under the RTE quota, but the school in question was demanding "extra fees". Annual Status of Education Report (ASER) findings, published by NGO Pratham, underscore the declining reading levels and learning outcomes across states, with indications that the trend worsened last year. More than half of all children in class 5 are at least three grade levels behind where they should be in terms of learning levels, says the report. And the blame must partly be attributed to the UPA's flagship Right to Education Act, ASER 2012 seems to suggest. Pratham CEO Madhav Chavan blamed this on relaxed classroom rigour and the no-exam format ushered in by the RTE Act. Only 30 per cent of class 3 students could read a class 1 textbook in 2012, down from 50 per cent in 2008. The number of children in government schools who can correctly recognize numbers up to 100 has dropped to 50 per cent from 70 per cent over the last four years, with the real downward turn distinctly visible after 2010, the year RTE came into force, Chavan said. These reports only confirm the findings of the Status of Implementation of RTE Act-2009 in Context of Disadvantaged Children at Elementary Stage (2013) investigated and published by Department of Elementary Education National Council of Educational Research and Training, New Delhi.

RTE & West Bengal

The situation in West Bengal, especially in the primary education, that is conventionally deemed crucial for identification and intervention for the development of the children with special needs, seemed bleak as well. In November 29, 2012, Dolashree Mysoor, in a report published by Azim Premji University showed how dismal the picture is. Mysoor asserted that, "Recently, an article in *The Hindu* reported how the Governor of West Bengal, while addressing a conference of schools affiliated to the CISCE and the ASISC, has acknowledged the issue of lack of implementation

of the RTE Act. He says that this is a result of years of neglect which the elementary education sector has faced. The Governor urged the representative of these boards to draw up a vision document bearing in mind that all schools must come out of this. In response to the Governor's statements, the state's School Education Minister said that state-run schools, unlike private schools which run on the fees charged to children, despite funding problems are trying to bridge the gap." But despite various workshops and training modules, how far the teachers themselves are ready enough to accept and teach the differently abled children in the government aided primary schools of West Bengal remains an area to be explored. This study attempts a brief survey of the awareness level and the attitude of the practicing primary teachers regarding the education of the differently abled children in regular classrooms.

Null Hypotheses

H_{01} = There is no influence of discussion and study of aspects of the Right to Education on a primary teacher's awareness about RTE

H_{02} = There is no influence of discussion and the study of the documents on RTE on a primary teacher's confidence in teaching differently abled children

Population and Sample

Primary teachers of Government aided schools of West Bengal constituted the population.

A sample of 40 trainees was selected by random sampling technique from Government aided schools of Kolkata and suburbs

Attribute

(i) A teacher's awareness about the various provisions of teaching differently abled children as per the RTE Act 2009

(ii) A teacher's confidence in teaching differently abled children

Instrumentation and Procedure

⊕ A questionnaire was prepared for the teachers in order to assess their awareness and confidence. The questionnaire was principally designed in a multiple choice format with 'Yes' or 'No' options to be circled appropriately by the respondent student in the sample.

⊕ Each questionnaire contained 15 questions, 8 on awareness and 7 on confidence. Score of a student, who responds to the questionnaire, is calculated by translating his/her 'Yes' and 'No' responses to 1's and 0's respectively. Thus, each student got an awareness score in the range of 1-8 & a confidence score in the range of 1-7.

⊕ Two surveys were conducted, by circulating this same questionnaire, as follows :

1. before all the trainees studied the RTE material
2. after all the trainees studied the RTE material

The questionnaires were circulated both physically and by email. Discussions were done on phone and in person. Sufficient time was given so that the responses were not arbitrary but well thought of.

Analysis of Data

Surveys 1 & 2 resulted in 4 set of scores for each of the 40 trainees, i.e.

1. Pre-study awareness score
2. Post-study awareness score
3. Pre-study confidence score
4. Post-study confidence score

Based on these scores, Wilcoxon Signed Rank Sum test was applied to test both the null hypotheses. Since sample size in each case is bigger, i.e. much bigger than 25, the normalized statistic was applied for the tests.

Test of H_{01} :

Please refer to Table 1 for computation details.

Absolute value (rounded to 2 decimals) of Z, the normalized statistic is 2.73.

The corresponding tabulated p-value is 0.0032, which is less than both 0.05 & 0.01.

Test of H_{02} :

Please refer to Table 2 for computation details.

Absolute value (rounded to 2 decimals) of Z, the normalized statistic is 0.27.

The corresponding tabulated p-value is 0.3369, which is higher than both 0.05 & 0.01.

Inference

Inferences from both the tests, at both 5% and 1% levels of confidence, are listed as follows :-

Hypotheses	Inference
H_{01}	Rejected
H_{02}	Accepted

Thus, based on the given sample, we find a strong reason to believe that study of the RTE material has a significant impact on a primary teacher's awareness about teaching differently abled children. However, the same cannot be inferred regarding the confidence of a primary teacher for teaching such children.

Details :

Wilcoxon Signed Rank Sum Statistic is denoted by T.

Normalized statistic, denoted by Z, which is computed as

$$Z = (T - N(N+1)/4) / \text{SQUARE ROOT } [N(N+1)(2N+1)/24], N \text{ being}$$

sample size

Table 1 : Computation based on pre-study and post-study awareness scores

Serial #	Pre-study score	Post-study score	Diff-signed	Diff-absolute	Rank-absolute	Rank-tied	Rank +	Rank-
1	4	2	-2	2	11	15.5		15.5
2	2	5	3	3	21	23.5	23.5	
3	5	7	2	2	12	15.5	15.5	
4	4	1	-3	3	22	23.5		23.5
5	4	6	2	2	13	15.5	15.5	
6	2	3	1	1	1	5.5	5.5	
7	3	2	-1	1	2	5.5		5.5
8	8	8	0	0				
9	1	8	7	7	35	35	35	
10	4	7	3	3	23	23.5	23.5	
11	3	5	2	2	14	15.5	15.5	
12	1	2	1	1	3	5.5	5.5	
13	4	3	-1	1	4	5.5		5.5
14	3	6	3	3	24	23.5	23.5	
15	2	6	4	4	27	28.5	28.5	
16	1	4	3	3	25	23.5	23.5	
17	1	2	1	1	5	5.5	5.5	
18	5	3	-2	2	15	15.5		15.5
19	8	2	-6	6	33	33.5		33.5

20	7	7	0	0				
21	5	8	3	3	26	23.5	23.5	
22	6	2	-4	4	28	28.5		28.5
23	3	1	-2	2	16	15.5		15.5
24	3	7	4	4	29	28.5	28.5	
25	5	7	2	2	17	15.5	15.5	
26	8	8	0	0				
27	1	6	5	5	31	31.5	31.5	
28	2	3	1	1	6	5.5	5.5	
29	4	6	2	2	18	15.5	15.5	
30	6	7	1	1	7	5.5	5.5	
31	3	5	2	2	19	15.5	15.5	
32	3	7	4	4	30	28.5	28.5	
33	1	6	5	5	32	31.5	31.5	
34	8	8	0	0				
35	3	4	1	1	8	5.5	5.5	
36	8	8	0	0				
37	3	5	2	2	20	15.5	15.5	
38	1	2	1	1	9	5.5	5.5	
39	2	8	6	6	34	33.5	33.5	
40	5	4	-1	1	10	5.5		5.5
SUM							481.5	148.5

$$T = 148.5$$

$N = 35$ (5 pairs of scores have been dropped from sample as, the difference between pre-study and post-study scores for those pairs, is 0)

$$Z = -2.72713$$

Serial #	Pre-study score	Post-study score	Diff-signed	Diff-absolute	Rank-absolute	Rank-tied	Rank +	Rank-
1	6	2	-4	4	31	32.5		32.5
2	6	7	1	1	1	7.5	7.5	
3	3	1	-2	2	15	17		17
4	3	6	3	3	20	25	25	
5	4	4	0	0				
6	3	7	4	4	32	32.5	32.5	
7	3	6	3	3	21	25	25	
8	3	4	1	1	2	7.5	7.5	
9	3	2	-1	1	3	7.5		7.5
10	3	2	-1	1	4	7.5		7.5
11	5	5	0	0				
12	7	4	-3	3	22	25		25
13	1	3	2	2	16	17	17	
14	1	3	2	2	17	17	17	
15	3	2	-1	1	5	7.5		7.5
16	4	7	3	3	23	25	25	
17	2	7	5	5	35	36	36	
18	7	6	-1	1	6	7.5		7.5
19	2	3	1	1	7	7.5	7.5	
20	2	1	-1	1	8	7.5		7.5
21	5	7	2	2	18	17	17	
22	7	1	-6	6	38	38		38
23	4	3	-1	1	9	7.5		7.5
24	1	4	3	3	24	25	25	
25	1	5	4	4	33	32.5	32.5	
26	7	4	-3	3	25	25		25
27	2	1	-1	1	10	7.5		7.5
28	2	4	1	1	11	7.5	7.5	
29	4	6	2	2	19	17	17	

30	7	4	-3	3	26	25		25
31	6	5	-1	1	12	7.5		7.5
32	7	4	-3	3	27	25		25
33	5	4	-1	1	13	7.5		7.5
34	6	7	1	1	14	7.5	7.5	
35	6	3	-3	3	28	25		25
36	7	2	-5	5	36	36		36
37	1	4	3	3	29	25	25	
38	3	7	4	4	34	32.5	32.5	
39	6	1	-5	5	37	36		36
40	4	7	3	3	30	25	25	
SUM							389	352

$$T = 352$$

N = 38 (2 pairs of scores have been dropped from sample as, the difference between pre-study and post-study scores for those pairs, is 0)

$$Z = -0.26829$$

Discussion and conclusion

Hence it is seen that there is significant change in awareness level of the primary teachers after a systematic study and detailed in depth discussion on the various aspects and provisions of the RTE Act, but there is no significant change in attitude or the confidence level of the teachers regarding accepting and teaching the differently abled children in regular classrooms even after gaining significant level of awareness about the Right to Education Act and its various aspects. The need for remodelling the training and the nature of the practicum comes to the fore front along with the disturbing indication that workshops alone are not sufficient to prepare a confident and willing teacher for successful implementation of the RTE.

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RIGHT TO EDUCATION AS A STEP TOWARDS SUSTAINABLE DEVELOPMENT

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Abstract

Sustainable development defined as a state which emphasises use of resources (human and material) in such a way that it not only satisfies the present need but also the requirements of the future generation. It usually underlines ecological, economical and social perspectives, but achieving sustainable development becomes a mission impossible if the fundamental rights of human beings are not protected and defended. One such fundamental right being right to education which has been constitutionalised in article 21-A which states that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. With this, India has moved forward to a right based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE. This right also talks about progressive and continued higher education. This right not only intends to improve the literacy rate of the country but also effective implementation, decision making and enhancement of quality of life which serves as a lever to consolidate the three pillars or the triple bottom line of sustainable development. This link between right to education and sustainable development if operational in a proper way then it serves as a promise or else as a paradox.

Key Words : Sustainable development, Ecological, Economical and social, Right to education, Implementation, Decision making and Enhancement of quality of life.

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Introduction

"Poverty eradication without empowerment is unsustainable. Social integration without minority rights is unimaginable. Gender equality without women's rights is illusory. Full employment without workers' rights may be no more than a promise of sweatshops, exploitation and slavery. The logic of human rights in development is inescapable." -Mary Robinson, United Nations High Commissioner for Human Rights.

This version enlightens us with the fact that respect for and enforcement of human rights is a *precondition* for sustainable development. This implies that without acknowledging and acting to defend the rights of people, sustainable development is *not possible*.

People argue about the meaning of sustainable development and whether or not it is attainable. They have different visions of what sustainable societies will look like and how they will function but there is no debate that education serves as an agent for environmental, social and economical upliftment. Education for sustainable development (ESD), education for sustainability (EfS), and sustainability education (SE) are the terms which are used most synonymously in this context. There is an important distinction between education *about* sustainable development and education *for* sustainable development. The first is an awareness lesson or theoretical discussion. The second is the use of education as a tool to achieve sustainability.

Education, or the transmission, acquisition, creation and adaptation of information, knowledge, skills and values, is a key lever of sustainable development. This is based on a vision of inclusive societies in which all citizens have equitable opportunities to access effective and relevant learning throughout life delivered through multiple formal, nonformal and informal settings. As such, education is essential to individuals' development as it is to the development of their families, of the local and national communities to which they belong, and to the world at large. As a fundamental human right enshrined in a number of international normative frameworks, and built into most national legislation, the right to education is to be seen as an enabling right for the realization of other economic, social and cultural rights, as well as a catalyst for positive societal change, social justice and peace. There is an important body of development literature that has long documented the positive impact of basic education on various facets of social and economic development. It is well-established that education is an important catalyst for achieving all development goals. It has been recognized that, within the MDG

framework, there is "an interconnectedness of all development goals with key inter-linkages between education, health, poverty reduction, and gender equality, where improvement in one area has a positive effect on the others". Indeed, in the same way that education has positive effects on health, poverty reduction and elimination of hunger, as well as on gender equality, each, in turn, has a positive effect on education. Higher levels of more relevant learning outcomes are thus both a condition for, as well as a result of, progress in other social sectors.

Beyond its well-established socio-economic role, education also has a crucial socialization function through the shaping of personal and collective identities, the formation of responsible citizenship and the promotion of critical social participation, based on principles of respect for life, human dignity and cultural diversity. Promoting respect for diversity within a human rights-based approach can facilitate intercultural dialogue, help prevent conflict and protect the rights of marginalized groups, thus creating optimal conditions for achieving development goals.

Discussion

Right to Education

Education narrowly refers to formal institutional instructions. Generally, international instruments use the term in this sense and the right to education, as protected by international human rights instruments, refers primarily to education in a narrow sense. The 1960 UNESCO Convention against Discrimination in Education defines education in Article 1(2) as: "all types and levels of education, (including) access to education, the standard and quality of education, and the conditions under which it is given."

In a wider sense education may describe "all activities by which a human group transmits to its descendants a body of knowledge and skills and a moral code which enable the group to subsist".¹⁷¹ In this sense education refers to the transmission to a subsequent generation of those skills needed to perform tasks of daily living, and further passing on the social, cultural, spiritual and philosophical values of the particular community. The wider meaning of education has been recognised in Article 1(a) of UNESCO's 1974 *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. The article states that education implies:

"....the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and

international communities, the whole of their personal capabilities, attitudes, aptitudes and knowledge."

The **right to education** is a universal entitlement to education, recognized in the International Covenant on Economic, Social and Cultural Rights as a human right that includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve quality of education. The right to education is a law in Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights

The Indian Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act. Article 21-A and the RTE Act came into effect on 1 April 2010.

The RTE Act provides for the :

1. Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
11. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

- iii. It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- iv. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- v. It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- vi. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- vii. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- viii. It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.
- ix. It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

Components of sustainable development

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development, 1987, p 43). Sustainable development is generally thought to have three components: environment, society, and economy. The well-being of these three areas is intertwined, not separate. The United Nations 2005 World Summit Outcome Document refers to the "interdependent and mutually reinforcing pillars" of sustainable development as economic development, social development, and environmental protection.

Environmental sustainability : The word sustainability is derived from the Latin *sustinere* (*tenere*, to hold; *sus*, up). *Sustain* can mean "maintain", "support", or "endure". Since the 1980s *sustainability* has been used more in the sense of human sustainability is the process of making sure current processes of interaction with the environment are pursued with the idea of keeping the environment as pristine as naturally possible based on ideal-seeking behavior. An "unsustainable situation" occurs when natural capital (the sum total of nature's resources) is used up faster than it can be replenished. Sustainability requires that human activity only uses nature's resources at a rate at which they can be replenished naturally. Inherently the concept of sustainable development is intertwined with the concept of carrying capacity. Theoretically, the long-term result of environmental degradation is the inability to sustain human life. Such degradation on a global scale should imply an increase in human death rate until population falls to what the degraded environment can support. If the degradation continues beyond a certain tipping point or critical threshold it would lead to eventual extinction for humanity.

Consumption of renewable resources	State of environment	Sustainability
More than nature's ability to replenish	Environmental degradation	Not sustainable
Equal to nature's ability to replenish	Environmental equilibrium	Steady state economy
Less than nature's ability to replenish	Environmental renewal	Environmentally sustainable

Environmental sustainability has been, and continues to be, questioned—in light of environmental degradation, climate change, overconsumption, and societies' pursuit of indefinite economic growth in a closed system

Economic sustainability: Economists have focused on viewing the economy and the environment as a single interlinked system with a unified valuation methodology (Hamilton 1999, Dasgupta 2007). It mainly includes production and resourcing, accounting and regulating, labour and welfare, consumption and use, wealth and distribution, exchange and transfer. Intergenerational equity can be incorporated into this approach, as has become common in economic valuations of climate change economics (Heal 2009). Ruling out discrimination against future generations and allowing for the possibility of renewable alternatives to petrochemicals and other non-renewable resources, efficient policies are compatible with increasing human welfare, eventually reaching a golden-rule steady state (Ayong le

Kama 2001 and Endress et al. 2005). Thus the three pillars of sustainable development are interlinkages, intergenerational equity, and dynamic efficiency (Stavins et al. 2003).

Arrow et al. (2004) and other economists (e.g. Ashelm, 1999¹ and Pezzey, 1989 and 1997) have advocated a form of the weak criterion for sustainable development – the requirement that the wealth of a society, including human capital, knowledge capital and natural capital (as well as produced capital) not decline over time. Others, including Barbier 2007, continue to contend that strong sustainability – non-depletion of essential forms of natural capital – may be appropriate.

Socio- political and cultural sustainability: It is defined as the domain of practices and meanings associated with basic issues of social power as they pertain to the organisation, authorisation, legitimation and regulation of a social life held in common. This definition is in accord with the view that political change is important for responding to economic, ecological and cultural challenges. The basic mantra being that the social capital should be used for own and welfare of the future generation

Tracing the link between Right to Education and sustainable development

In Indian spiritual philosophy there is the belief that God created human beings for a purpose: to live; to help others live and to provide what we can for future generations. However these values are being weakened in society today. In recent years globalization and other changes have exposed humans to previously unimagined consumption patterns, fostering greed and resulting in the erosion of values. In this scenario, Education, with its inherent capacity to influence the current and future generations, should be effectively utilized as a tool to shape the future and realize the dream of sustainable development. Right to education forms one of the fundamental human right which intends to serve following three functions , apart from enhancing the literacy rate of the state- **Implementation** (An educated citizenry is vital to implementing informed and sustainable development. In fact, a national sustainability plan can be enhanced or limited by the level of education attained by the nation's citizens. Nations with high illiteracy rates and unskilled workforces have fewer development options. For the most part, these nations are forced to buy energy and manufactured goods on the international market with hard currency. To acquire hard currency, these countries need international trade; usually this leads to exploitation of natural resources or conversion of lands from self-sufficient family-based farming to cash-crop agriculture. An educated workforce is key to moving

beyond an extractive and agricultural economy), **Decision making** (Good community-based decisions - which will affect social, economic, and environmental well-being - also depend on educated citizens. Development options, especially "greener" development options, expand as education increases. For example, a community with an abundance of skilled labor and technically trained people can persuade a corporation to locate a new information-technology and software-development facility nearby. Citizens can also act to protect their communities by analyzing reports and data that address community issues and helping shape a community response. For example, citizens who were concerned about water pollution reported in a nearby watershed started monitoring the water quality of local streams. Based on their data and information found on the World Wide Web, they fought against the development of a new golf-course, which would have used large amounts of fertilizer and herbicide in maintenance of the grounds) and **Quality of life** (Education is also central to improving quality of life. Education raises the economic status of families; it improves life conditions, lowers infant mortality, and improves the educational attainment of the next generation, thereby raising the next generation's chances for economic and social well-being. Improved education holds both individual and national implications.). This proves that right to education will help to foster the three basic circles of sustainability and hence securing the future of our forthcoming generations.

Conclusion

Although education is thought to be a tool for sustainable development but whether it is acting as a promise or a paradox that is still debatable. Unfortunately, the most educated nations leave the deepest ecological footprints, meaning they have the highest per-capita rates of consumption. This consumption drives resource extraction and manufacturing around the world. The figures from the United Nations Educational, Scientific and Cultural Organization (UNESCO) *Statistical Yearbook* and *World Education Report*, for example, show that in the United States more than 80 percent of the population has some post-secondary education, and about 25 percent of the population has a four-year degree from a university. Statistics also show that per-capita energy use and waste generation in the United States are nearly the highest in the world. In the case of the United States, more education has not led to sustainability. Clearly, simply educating citizen to higher levels is not sufficient for creating sustainable societies. The challenge is to raise the education levels without creating an ever-growing demand for resources and consumer goods and the accompanying production of pollutants. Meeting this challenge depends on reorienting curriculums to address the need for more-sustainable production and consumption patterns.

Every nation will need to reexamine curriculum at all levels (i.e., pre-school to professional education). While it is evident that it is difficult to teach environmental literacy, economics literacy, or civics without basic literacy, it is also evident that simply increasing basic literacy, as it is currently taught in most countries, will not support a sustainable society. This provides our food for thought that legalisation of right to education is not the sole answer for sustainable development, rather we should understand the current context of global development, recent trends like widening inequalities observed in many countries, growing youth unemployment, rising vulnerable employment, and the increasing concentration of the poor in middle-income countries and in fragile states, all of which are exacerbating social exclusion and undermining social cohesion. and how education can properly be used to solve these problems- paradigm shift from teaching to learning, lifelong learning, foundational skill based learning, facing employability challenges and anticipating the changes.

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RIGHT TO EDUCATION ACT 2009 : PROBLEMS AND RECOMMENDATIONS OF ITS EFFECTIVE IMPLEMENTATION

*Dr. Swapan Kumar Dutta**

Abstract

Education is a fundamental requirement not only for an individual but also for the success of a democratic system of government. So the constitution makers of India made provision for 'free and compulsory education to all children until they complete the age of 14 years within 10 years from the commencement of the constitution' under the Directive Principles of state policy (Article 45). Indian government took a long time to materialize this national dream. Finally in 2009 the Indian Government converted the Directive Principle of universalization of Elementary education into a Fundamental Right (RTE-2009) after much debate and deliberation. In 2010 India joined the league of over 130 countries that have made 'education' as a Fundamental Right. But the implementation of RTE-2009 faces a number of problem in our country. The present article first addresses these problems and thereafter suggests some solutions for the effective implementation of the RTE-2009 in India.

Key Words : Education, Directive Principles, Fundamental Right, RTE-2009.

Introduction

It is well known fact that knowledge is power and the main gateway to knowledge is education. The education, therefore, is the fundamental requirement not only for the individual but also for the success of democratic system of government. Education gives a person dignity and discernment which, in turn is used to wisely elect the representatives of the government. It is for this reason, perhaps, that framers of the constitution realized the importance of education and has, thus, imposed a duty on the state under Article 45 as one of the Directive Principles of State Policy to provide

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free and compulsory education to all children until they complete the age of 14 years within 10 years from the commencement of the constitution. They were of the opinion that in view of the financial condition of the state it was not feasible to make it a Fundamental Right under Part III of the Constitution and, therefore, included it in the Chapter IV of the Constitution. But the state failed miserably in fulfilling this obligation imposed upon them by the Constitution as is evident from the fact that even after 65 years; universal elementary education remains a distant dream. On April 1, 2010, India joined the league of over 130 countries that have made legal commitments to provide free and compulsory education. The Right to Education Act, 2009 ensures 'Education for all' in terms of free and compulsory elementary education for children aged from 6 - 14 years. Free and compulsory elementary education was made a fundamental right under Article 21 of the Constitution in December 2002, by the 86th Amendment. To quickly recap the recent steps in the journey of the RTE Act 2009, the 86th Amendment Act, 2002, made three specific provisions in the Constitution to facilitate the realization of free and compulsory education to children between the ages of 6 - 14 years as a Fundamental Right. These were (i) adding Article 21A in Part III (fundamental rights), (ii) modifying Article 45, and (iii) adding a new clause (k) under Article 51A (fundamental duties), making the parent or guardian responsible for providing opportunities for education to their children between 6 - 14 years. In translating this into action, the 'Right of Children to Free and Compulsory Education Bill' was drafted in 2005. This was revised and became an Act in August 2009, but was not notified for roughly seven months. After much dithering for almost seven years subsequent to the 86th Amendment to the Constitution, the RTE Act 2009 received presidential assent on 26th August 2009 and came into force from April 1, 2010, taking forward the agenda of free and universal elementary education.

Problems of Effective Implementation

Though the well designed RTE Act is enacted with a great fanfare and lofty goals but it can be said that not much has changed even after passing of more than three years after the enforcement of RTE Act, 2009 except that the authorities have found a new source to siphon off the money allotted in the name of Sarv Shiksha Abhiyan. The situation after three years of implementation of RTE Act has been listed hereunder.

1. Supreme Court's Decision (April 20, 2012) exempting private unaided minority schools from the condition of admitting 25% students from poor families has diluted the Act.

2. Sheer enrolment is not an indicator of success of the Act, since we have to ensure that children are retained in school through provision of a relevant and meaningful learning experience which is completely lacking in our schools. Unfortunately we are still faced with high dropout rates from schools, in spite of the no detention policy being observed. Thus, free and compulsory elementary education for all children in the age group 6 -14 years seems a far cry. No detention policy of the Act has also faced a severe criticism throughout the country and now the MHRD is going to amend the Act in this regard.

3. Though National Commission on Protection of Child Rights has started working as a monitoring agency for the protection of Rights to Education, yet the other agencies like State Commission for the Protection of Child Rights and school management committees have not become functional in many parts of the country. Except for some states, even the State Commission for the Protection of Child Rights has not been constituted yet.

4. A reality check of the implementation of the Act reveals that still near about 50% of the total enrolled children do not remain present at a given point of time in any day in the school which makes hard for the country to realize the objective of universal and compulsory education. The percentage of out-of-school children in highly populated states like Uttar Pradesh, West Bengal, Orissa and Bihar remains a cause of concern.

5. Although there have been significant improvements in the proportion of children from socially disadvantaged groups in school, persistence gaps remain. Girls are less likely to enroll in school than boys, especially for upper primary school (6 - 8) girls enrolment still lags behind boys.

6. For Scheduled Tribes and Scheduled Castes the gender gap is still much higher than the General category. Moreover the drop-out rate for ST and SC children remains higher than that of the average national drop-out rate.

7. Still most of the schools, especially those which are situated in interior and remote areas, are facing the problem of shortage of teachers. While some schools are closed due to non-availability of teachers, many schools are being run by a single teacher, whose most the time is being spent in paper work and various other duties and formalities, leaving almost no scope for meaningful teaching-learning process. As per the RTE Act (2009) children have the right to have one qualified and trained teacher for every 30 pupils. Currently, the national average is about one teacher for every 40 students, but in states such as Jharkhand, Madhya Pradesh, Assam and West Bengal one teacher is teaching more than 60 students. Approximately

1.2 million teachers need to be recruited to fill this gap. Most of the schools in the country did not meet the pupil teacher ratio norms specified by the RTE Act. Government is experiencing difficulty in improving this situation.

8. The Act is retrogressive in this context since it gives the norm for teachers in primary school based on number of children enrolled instead of grade wise teachers. In remote habitations where school population are small, this will lead to legitimizing the practice of multi-grade teaching e.g. a school with eighty children studying in Grades I-VIII would by law have to only employ two teachers following the ratio of 1:30, which can't be justified at all.

9. Even after the implementation of the RTE and routine inspection by various authorities, the malaise of absence of teachers from the schools cannot be curbed and it is rampant among the teachers specially belonging to well of and influential families. It is alleged that most of the BEOs are hand in glove with these teachers and in lieu of a fixed amount ignore the absence of these teachers and this has badly affected the education scenario making it difficult to achieve the various goals of RTE.

10. There is no atmosphere of quality teaching and meaningful teaching-learning process in these schools due to various reasons. Firstly, a number of other works/duties like pulse polio programme, election duties, census duty, household surveys etc. are entrusted to teachers which left very little time for these teachers to devote on their main work, i.e. teaching learning process. Secondly, many teachers, whenever they go to school remain busy in chattering, lunch and enjoyment while students are left to do whatsoever they want to do. Thirdly, 'no detention policy' has posed a serious challenge in the way of quality education. It is found that there are a few students whose competency and achievements does not match the standard or requirement of that class but because of no detention policy, they have been promoted to their present class.

11. Most of the schools are still facing the problems of proper toilets/urinals, drinking water, electricity, sanitation etc. In those upper primary schools, where LCDs and computers have been provided for the benefit of students, these are either just a show piece or personal property of headmasters or *Pradhans* for their leisure.

12. Even after passage of the half of the session, neither all the books are made available to the students nor get uniforms distributed. Moreover, distribution of uniforms only to girls cannot be justified at all as both boys and girls belong to same class and strata of the society and any discrimination among them has no justification.

13. Mid day meal scheme, though, had been started with pious intentions, has now become a milking cow for both the headmaster and the *Pradhan* and this has resulted in a very sub-standard and low quality mid day meal.

14. Moreover, poor children are not being admitted in most of the neighborhood private schools against the 25% earmarked seats under Right to Education Act and if admitted are still deprived of the Mid-Day Meal Scheme.

15. There is still no mechanism and facilities available which can provide education to children with disabilities in these schools and so the Act's intention of providing adequate support in reaching the school and realizing the potential of these children has not been met so far in any way.

16. The condition of training provided to teachers in Block Resource Centers by the ABRCs and ToTs are so pathetic and dismal that even after 4 day training regarding RTE and 5 day training regarding integrated education as envisaged by RTE, the teachers are not able to tell a bit about RTE and related matter. In fact, for the teachers, ToTs and ABRCs, it is nothing but just like a picnic and for the Block Education Officers, it is another source of easy money.

17. The mandatory norms and standards for all private schools for seeking recognition as per the schedule are not exhaustive. In some states, there is a provision of higher academic standards in the interest of higher quality education. For example, the states of Delhi, Karnataka and Orissa do not grant recognition to schools if adequate schools exist in a given area or school is not in the public interest or new proposed school causes unhealthy competition. But the schedule is silent on such criteria for the purpose of recognition.

Recommendations of its Effective Implementation :

Keeping in mind the reality check of the implementation of the Act on the basis of data gathered by various agencies, observations of the ground situation by different authors and the decision of the court, it can be safely said that these steps should be taken to convert the grand vision of RTE Act, 2009 into a grand reality:

1. In light of stagnant retention rate and transition rate, some concrete steps must be taken urgently to focus on quality of education, rather than sheer enrolment numbers. The Act as a tool for fostering quality in the elementary education system must focus on raising standards in Government schools particularly in under-performing states such as Arunachal Pradesh, Bihar, Uttar Pradesh etc.

2. The no detention policy till Grade VIII should be reconsidered immediately as it is actually turning into a 'no accountability policy' with low achievement levels being observed which is resulting in increased dropout as research evidences suggest that children with low scholastic achievements tend to drop out faster. Hence, it is recommended to have a proper relook at retention and transition in a more holistic manner so that it may address the concerns of different opinions.

3. Beyond the national level, at state/ district/ sub-district/ grassroots level, there seems to be no clear understanding of what the Act provides. So it is recommended that steps must be taken to support the capacity building of personnel responsible for implementation of the Act.

4. Considering that there is still a paucity of upper primary schools available within the three kilometer prescribed norm particularly in difficult terrains, it is recommended that school mapping of Government and private schools across all states should be conducted urgently.

5. It is recommended that hostels and incentives such as scholarships and transport facilities be provided to children belonging to remote and economically backward areas to ensure the reach of RTE Act to most excluded children from education.

6. It is recommended to formulate norms to ensure that private schools provide 25% reservation to children from economically weaker sections.

7. Since children enrollment and retention in elementary education is dependent on a stimulating school environment, it is recommended that Multilingual Education be adopted to ensure that specific groups of children such as ST and migrant children are given mother tongue instruction in the first years of schooling.

8. It is recommended to provide adaptations and modifications based on Individualized Education Plans for children with disabilities.

9. To develop students into "active explorers", it is recommended that teachers must move away from rigid, textbook- and traditional chalk and talk methods toward cooperative learning.

10. As attitudinal barriers are major barriers that lead to children dropping out of school, it is recommended that the schools must address the culture that prevails in learning environments and ensure that all children are treated equally and equitably.

11. Since practices such as corporal punishment are key reasons for children discontinuing their studies, it is recommended that teachers be provided requisite classroom management skills to ensure children are provided safe and healthy learning environments.

12: In-service teacher training is an essential ingredient of quality education; therefore, it is recommended the highest priority be given to it both in terms of encouraging innovative models as well as investing higher allocation.

13. Presently there is a series lack in the institutional infrastructure available for in service teacher education and skilled teacher educators remain a rarity. It is, therefore, recommended that institutions such as the SCERT's, DIET's, BRC's and CRC's must be strengthened with immediate effect.

14. There is a need for the common man to realize that success of this important piece of legislation depends on his understanding of the Act. It is, therefore, recommended that the Act must be made popular among the masses by the way of online/offline/print social messages, campaigns, etc.

Conclusion

The Right to Education Act would play an important role in achieving Universal Elementary Education in India but its effective implementation is beset with dangers and difficulties. Moreover, big claims were made while implementing the Act, but even after three years of its implementation we have not started receiving the desired results in the area of elementary education. If the Government really wishes to achieve the goal of Universalisation of Elementary Education, Right to Education must be provided to all the children through a common school system as recommended by Education Commission (1964-66) and committed by Government of India in NPE (1968), NPE (1986) and NPE (1992). Moreover for the proper implementation of the Act a time bound action plan in consonance with the spirit in which the Article 45 was included in the Constitution should be chalked out. Education being a concurrent subject, centre and states will have to collaborate to implement the Act in its true spirit.

It is further suggested that the HRD ministry should constitute a high-level group comprising members from the government: centre, states and key stakeholders from the society to act towards addressing the various lacunae and arrive at an implementable programme. A statutory body should monitor the progress of the implementation of the Act continuously.

Furthermore, we also need a national awareness campaign to drive home the nuances of this law, whose provisions resonate with the aspirations of the poorest.

The Centre shall also evolve an actionable scheme for nationwide advocacy of the Act. A message must go out that we want to implement the Act in its true spirit. The last person in the street must know what the law provides.

The most important challenge, if the ground reality is taken into account, is the abject poverty which further perpetuates child labour and illiteracy. The poverty coupled with population explosion emerges as the root causes of depriving the children their right to education. If our government is really serious about effective implementation of RTE, then the poverty has to be accepted as a biggest challenge.

Thus, at this stage, we can only conclude that various lacunae and problems of implementation of this Act should be addressed well in time otherwise the target of Universalisation of Elementary Education in India would remain a distant reality.

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STATUS OF CONTINUOUS AND COMPREHENSIVE EVALUATION POST RTE ACT, 2009

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Abstract

Free and compulsory elementary education was made a fundamental right, under Article 21 of the Indian Constitution (86th Amendment), in December 2002. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 came into force with effect from April 1, 2010. In the RTE Act, 2009 it is stated that "*Comprehensive and continuous evaluation of child's understands of knowledge and his or her ability to apply the same*" (Chapter-V, Part-29h). After implementation of RTE Act, 2009 Ministry of Human Resource Development (MHRD) has authorized NCERT to conceptualize and implement the curriculum and evaluation pattern as per RTE Act, 2009. NCERT and Central Board of Secondary Education (CBSE) have developed several exemplar packages for proper implementation of CCE at elementary level. As RTE Act, 2009 has been implemented throughout India from 1st April, 2010; most of the states have implemented the CCE in their curriculum at elementary level. NCERT conducted Regional workshop on CCE implementation from July to September, 2013 to discuss the status report of States and Union Territories (UT) and subsequently Department of Elementary Education, NCERT has published five reports regarding the status of CCE implementation in different States and UTs, i.e., Report of Eastern zone, Western zone, North-Eastern zone, Northern zone and Southern zone.

This paper aims to highlight the issue of Continuous and Comprehensive Evaluation (CCE) in the light of RTE Act, 2009 and to present the status of CCE in India after RTE Act, 2009.

Key Words : RTE, CCE, Elementary Education.

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Introduction

Free and compulsory elementary education was made a fundamental right, under Article 21 of the Indian Constitution (86th Amendment), in December 2002. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A. The Right to Education (RTE) Act came into force with effect from April 1, 2010. Now universal Free and Compulsory Education, is considered as the 8th Fundamental Rights and the children of India under the age group of 6 to 14 will hence forward receive free and compulsory education.

In the RTE Act, 2009 it is stated that *"Comprehensive and continuous evaluation of child's understands of knowledge and his or her ability to apply the same"* (Chapter-V, Part-29h). This paper aims to highlight the issue of Continuous and Comprehensive Evaluation (CCE) in the light of RTE Act, 2009 and to present the status of CCE in India after RTE Act, 2009.

Nature of CCE

CCE has three key words- continuous, comprehensive and evaluation, which need explanation.

Evaluation, according to Beeby, C.E. (1977), means *"the systematic collection and interpretation of evidence leading as a part of process to a judgement of value with view to action"*. Thorpe, M (1980) defined evaluation as *"Evaluation is the collection, analysis and interpretation of information about any aspect of a programme of education, as a part recognised process of judging its effectiveness, its efficiency and any other outcomes it may have"*. Rajput et al. (2003) defines it as *"Evaluation is the process that deals with the collection of evidences regarding the changes which occur in the pupil's behaviour during the instruction. On the basis of these evidences, interpretations and judgements regarding the progress of the child are made and decisions are taken. Thus, evaluation involves four main sub-processes, i.e., gathering information, interpretation of information, making judgements and taking decisions"*.

The term continuous focuses on continuity and regularity in assessment during the whole session. It means to make evaluation as an integral part of teaching-learning process. It helps to diagnose the learning difficulties or 'hard spots' of learner and also providing remediation. It is a balance between formative (process) and summative (product) evaluation of learning.

The term comprehensive evaluation refers to assess the holistic development of learner. It includes the scholastic and co-scholastic aspects of learner's development. The term comprehensive also refers to use or application of different kinds of evaluation tools and techniques for assessing both scholastic and co-scholastic aspects of learner.

Therefore CCE focuses on all round development of the learner and helps to show the holistic profile of the learner during teaching-learning process.

Status of CCE in India after implementation of RTE Act, 2009

After implementation of RTE Act, 2009 Ministry of Human Resource Development (MHRD) in the notification dated 31st March, 2010 has authorized NCERT to conceptualize and implement the curriculum and evaluation pattern as per RTE Act, 2009. NCERT has developed several exemplar packages for proper implementation of CCE at elementary level. Central Board of Secondary Education (CBSE) also developed different manuals for trainers and teachers.

As RTE Act, 2009 has been implemented throughout India from 1st April, 2010, most of the states have implemented the CCE in their curriculum at elementary level. NCERT conducted Regional workshop on CCE implementation from July to September, 2013 to discuss the status report of States and Union Territories (UT) and subsequently Department of Elementary Education, NCERT has published five reports regarding the status of CCE implementation in different States and UTs, i.e., Report of Eastern zone, Western zone, North-Eastern zone, Northern zone and Southern zone.

Name of the State/UT	Year of Implementation	Description
West Bengal	2013	Two models have been prepared- Expert Committee on School Education (Peacock model) & SCERT. In Peacock model there are 5 indicators to measure all round development of the child- Participation, Questioning & Experimentation, Interpretation & Application, Empathy & Cooperation and Aesthetic & Creative Expression. The SCERT and DIET developed the scheme of CCE by taking input from NCERT, RIE (Bhubaneswar), Homi Bhabha Center of Science Education, Mumbai and also incorporated material from Teachers' Manual on Formative Assessment from CBSE.
Orissa	Not yet	The following tools and techniques are used in CCE: Oral and written, Observation schedule, checklist, Rating scale, project activities, Assignments, Discussion, Debate, Portfolio etc. It is clear that master trainer training programme was already conducted by the respective DIETs and Block level teachers training programme will start from August-13. One guideline on CCE and a teacher training module for 4 days was developed by TE & SCERT which are being/ have been circulated to each school for reference.
Bihar	Not yet	Bihar has taken several steps as per direction of RTE-2009 and guidelines of NCERT which are as follows : ◆ Open discussion ◆ Orientation & Workshop on CCE ◆ Organizing Master trainer training programme ◆ Try out in 5 districts for better understanding To ensure quality education in context of CCE "Mission Gunbanta" has been launched in April 2013
Maharashtra	2010-11 session	It was introduced in all schools up to class VIII. The scheme has Formative and Summative evaluation as follows – 1st Semester ◆ Formative Evaluation (A) June to October (using minimum 5 out of 8 evaluation tools suggested). ◆ Summative Evaluation (B) Term end. ◆ Result A+B = 100 Converted into grades.

Name of the State/UT	Year of Implementation	Description
		2nd Semester ♦ Formative Evaluation (A) November-April. Summative Evaluation (B) Term end.
Dadra and Nagar Haveli	After 2010	The scheme has been adopted from Gujrat. Children are assessed at regular time intervals and the progress of each child is shared with their parents at the end of every two months. Students are evaluated formally as well as informally. Students' profile is maintained and their development in different domains is recorded on continuous basis. To implement CCE a workshop to orient master trainers was organised by the DEP-SSA last year subsequently, under the 20 days in -service teachers' training in the months of December, 2012, January and February 2013 respectively. At present two semester examinations are conducted every year which constitutes written, oral and performance based tests.
Madhya Pradesh	Not yet	Keeping in view the criteria given by NCERT (NCF-2005) and CBSE, an instructional booklet which contained detailed instructions on CCE was given to 1,12,000 elementary schools (primary and middle) of M.P. where about 2,50,000 teachers are working. These booklets were given to all the schools at block and district level in the year 2010-11. Tools used for assessing academic and non-academic areas are observation, rating scale, anecdotal records, portfolio, self-assessment. Students with highest attendance are rewarded. Newly appointed teachers are given training on CCE in two sessions. Teachers are given five days training on CCE in 45 DIETs. Teachers face problems in recording of results which is hectic and time consuming process. Teachers are also facing resistance from parents to accept assessment through CCE Pattern.
Chhattishgarh	2011-12	A book containing the objectives, pedagogy and activities under CCE was prepared and teachers were trained through a five day training programme. In the first phase 1760 master trainees and during second phase 2000 master trainers were trained. At the block level, five BRC's oriented exclusively for CCE and presently training is going on at block level.

Name of the State/UT	Year of Implementation	Description
Gujrat	Piloted during 2011-12	The CCE framework developed by State Resource Group (consisting teachers, administrators and teacher educators from across the school education and experts from Universities) and approved by the Curriculum Committee. A package of instruction and formats has been developed. The training of all teachers was organized through teleconference and face to face mode.
Daman & Diu	2011-12	CCE essentially means that assessment should be treated as an integral part of teaching and learning, through observations of children and maintaining records of their work done in a portfolio. In order to assess students' learning the teacher needs to collect, analyze and interpret their performances on various measures of the assessment to come to an understanding of the extent and nature of the students learning in different domains. Assessment needs to be carried out continuously to ascertain whether learners have developed required cognitive processes and learning attainments. This call for various modes of assessment which include learner's performance in groups, projects, is being based on guidelines provided by DIET Junagadh, Gujarat.
Nagaland	2011	All the Government Primary Schools in Nagaland have Pre-primary Sections i.e., Classes A and B. Pre-Primary Scheme of Assessment At the Pre-Primary level, children are evaluated on Language, Number Readiness, Creativity, Physical Development and socio-emotional development. The first three areas are assessed on three proficiency levels such as the basic, intermediate and advanced. The last two areas are assessed on remarks – Good, Needs attention. Scheme of Assessment for Elementary Level (classes I – VIII) A. Scholastic subjects: (i) English (ii) Grammar (iii) Mathematics (iv) Social sciences/EVS (v) Science (vi) Hindi (vii) Alt Eng/MIL/MT These Subjects are evaluated on a <i>nine-point absolute scale of grading</i>, for low achievers remedial teaching is in the form of re-teach and re-test, etc. It should be

Name of the State/UT	Year of Implementation	Description
		organized every quarterly. High achievers will be awarded with stars for motivation. B. Co-Scholastics Subjects: (i) Life skills Education (ii) General Knowledge The performance of the students is evaluated by using <i>five point absolute grading</i>.
Assam	Not yet	In Assam, following steps were undertaken after introduction of RTE Act 2009 and implementation in the year 2010: Notification issued regarding no external examination at the end of elementary level. State level workshops on CCE were organized where experts from NCERT participated. Notified four evaluation in a year along with continuous competency based evaluation in every lesson. It is totally school based evaluation to minimize the diverse environment of the state. Emphasis on formative evaluation rather than summative evaluation. Subject wise, Class wise lesson divisions/ indicators are prepared against each periodical evaluation. Competency based functional learning of the pupils are accelerated and it is placed in Academic Calendar every year. Assessment of the competencies/ concepts incorporated in a lesson is to be done after completing the transaction of the lesson, and also at the end of the week and after the end of the month. A comprehensive teachers' handbook on CCE is to be developed and teacher training will be conducted during December, 2013.
		A calendar for implementation has been developed/ prepared and distributed to all govt. and private schools. Road Map for implementation of CCE There were three stakeholders identified for implementation of CCE in Mizoram. ◆ Directorate of school education (to provide administrative back-up)

Name of the State/UT	Year of Implementation	Description
Mizoram	2011	◆ SSA mission (so provide financial back up) ◆ Directorate of SCERT (so provide academic back up) Strategy for Implementation Strategies for implementation of CCE have been prepared as : ◆ Training on CCE for stakeholders, key resource persons and all teachers ◆ Awareness programmes AIR, Doordarshan and local TV channels, etc. Guidelines on implementation of CCE Guidelines have been prepared on how to implement CCE and distributed to teachers which comprise:- ◆ Two assessment and two entries in one academic session ◆ Both entries comprise formative and summation evaluations ◆ First half of academic session – 1st entry ◆ End of academic session – 2nd entry
Manipur	Introduced in 2010-1. Revised CCE scheme will be introduced in 2014-15 session	In the draft, small modifications are made without losing the track of the NCERT guidelines as an attempt to improvise the teaching-learning process and also to make a smooth transition from the existing pattern of CCE. To achieve the goals and objectives of CCE, emphasis is given to the comprehensiveness and continuity of teaching – learning process. Adequate amount of remedial teaching is also to be given to the learners who require it until mastery is achieved and are ready to learn the next topic. The CCE scheme is prepared for two different stages – primary and upper primary. In both the stages, the scheme is divided into two parts namely pre-summer break term and post-summer break term.
Meghalaya	Not yet (Pre-Implementation stage)	Various action plans have been considered for training of teachers on CCE It is worth mentioning here that all CCE orientation and trainings so far have been done according to the scheme laid out in the CCE Handbook of Meghalaya developed by DERT with support materials of SSA.

Name of the State/UT	Year of Implementation	Description
Sikkim	2010	A guideline book on the same was prepared by State Institute of Education now (SCERT) in collaboration with state mission of SSA and circulated to all Govt. Schools in the year 2011. Implementation of CCE: to ensure an effective implementation of CCE in the classroom/schools- ◆ HRDD officials of district/block level and heads of school are sensitized ◆ A pool of resource persons was created by training them on CCE (trained at NCERT on different occasions and also by the experts at state level as well) ◆ Pattern of evaluation was developed under guidelines from CBSE (FA1 (10%), FA2(10%), SA1(30%) and SA2(30%) ◆ Behavioural indicators for co-scholastic domain of learning were prescribed ◆ Tools to be used for evaluating achievement of different learning objectives were suggested ◆ Teachers are trained on integration of evaluation with teaching-learning process ◆ Teachers are trained on use of appropriate formats for recording the progress of the child
Arunachal Pradesh	Not yet	The state government had a thorough discussion about implementation of CCE in the state in the purview of the Right of Children to Free and Compulsory Education. Later, in consultation with the SCERT, SSA and DIET, the state government discussed the philosophy of CCE and its implementation as it is considered most appropriate and conducive to the state's educational wellbeing. As a result, SCERT, Itanagar was given the task of developing a CCE Manual. The SSA provided the fund under Learning Enhancement Programme (LEP) which made it possible to organize workshops and to give shape to the CCE manual.
Tripura	Not yet	The CCE Scheme is under preparation as per the NCERT guidelines. Class wise student performance record is being maintained and teachers are being given training on student performance record.

Name of the State/UT	Year of Implementation	Description
Himachal Pradesh	2008-09	The state of Himachal Pradesh implemented CCE programme in all (more than 15000) government schools up to elementary level with its self developed format. Implementation : Formative Assessment: is being done through out the academic session with the help of check-list registers in which monthly recording is done on the learning indicators indicated subject-wise in the check-list registers. The teacher follows his teacher's diaries and the plans mentioned in these. At least 2 or 3 observations are done in a month which is thereafter registered in the Pupil Progress Report Cards and Quarterly average of the child's learning is calculated. Summative Assessment : for this assessment the State has divided the academic year into 3 terms. The 1st Term in the 2nd week of August; 2nd Term in the 2nd week of December; 3rd Term in the 3rd week of March. The marks obtained in these 3 terminal examinations are also recorded in the Pupil Progress Report Cards (PPRC) in the form of grades.
Rajasthan	Implemented	Rajasthan started CCE as a pilot project in the year 2010 with two districts Jaipur and Alwar. In the second phase it was up scaled in 3000 schools of the state. In the third phase it was implemented in all blocks of 5 districts and 9 blocks. Material prepared for teacher's help : ◆ Source book on all subject areas ◆ Monthly meeting ◆ Handholding and support by DIET ◆ Resource Persons appointed specially for CCE ◆ Continuous support by SIERT to DIETs ◆ Regular Training ◆ Flexibility in assessment period ◆ Connections with school teachers and Anganwadi staff
Uttar Pradesh	Not yet	Road Map to CCE -Phasing of Roll-out For developing an operational plan of CCE that addresses the academic need of the entire state and for its systematic implementation across the state, three phase roll out was chalked out.

Name of the State/UT	Year of Implementation	Description
Uttarakhand	2006- in Primary level; 2009- in Upper Primary level	The state introduced CCE in primary classes in the year 2006 and in Upper Primary classes in 2009. State has developed a Core Team to monitor CCE implementation in the states. 50 schools of different districts of the states have been identified to evolve state specific CCE process. An exclusive five days CCE teacher training manual has been developed in the year 2012-13. Orientation of all stake holders, has been done issuance of a comprehensive govt. orders to implementation CCE.
Haryana	Not yet	Implementation plan for CCE in the state has been developed stage wise keeping in view the curricular outcomes as laid down in the syllabus. Classes 1 and 2 The assessment will be done on the basis of daily observations and teacher will record subject wise in the monthly proforma along with detailed comments on the basis of the rubrics. The six monthly comprehensive observations will be recorded two times in a year (September and March) in the CCE assessment report card by the teacher Classes 3 to 5 The assessment will be done on the basis of rubrics, observations and bi monthly (May, August, October, December and February) written examination and will record in prescribed proformas. Classes 6 to 8 The assessment will be done in two parts: Evaluation 1 and 2. In each part teacher will conduct two term tests. Each test will be for 50 marks and will contain MCQs, SA, LA etc. The marks obtained will be recorded on the report card in the form of grades ranging from A+ to D. The child getting grade D will be provided remedial teaching.
Punjab	Implemented	CCE is implemented in all schools state in all elementary classes. Generally covers all aspects like studies, discipline, soft skills, behaviour and regularity. The recording is being done on bi monthly basis on two record registers at the school level. One is for the subject teachers and the other is for class in charge to keep the track record of child. The report is shared with parents at regular intervals.

Name of the State/UT	Year of Implementation	Description
Andhra Pradesh	2012-13	A module has been prepared comprising its concept, subject – wise curricular standards, and conduct of assessment tests, recording and reporting. All the teachers, teacher educators, supervisory staff have been provided training on various aspects of CCE implementation. Four formative tests and three summative tests are being conducted as part of the CCE scheme. These tests are conducted in the months of July, Sept., Nov and Feb. yearly. Under the formative assessment, the assessment is being done through observation of oral work, projects, experiments, slip test, children's written work, etc. Under summative tests, a paper-pencil test and oral test (70+30marks) are being conducted. Teachers maintained CCE Register; child-wise records show the progress of children for four Formative Assessments and three Summative Assessments.
Karnataka	Existing from 2003 but not in well structured. Revised CCE scheme will be implemented soon	CCE for 1st to 3rd standard for Nalikai Schools: The Nalikai system uses CCE in the form of a progress chart called Pragathi Nota filled by children themselves. CCE in Non nalikai Schools 1-4th standards: CCE comprises of 60% formative assessment and 40% summative assessment for 1-4th standard. Each formative assessment would be for 15% and summative assessment for 20%. CCE for 5th to 9th standards: As already said there will be consolidation of FAs and 2 SAs.
Kerala	Evolved and started in 1990s; revised in 2000s	In the present curriculum practices, teachers use three intervened but distinct assessment purposes- assessment for learning, assessment as learning and assessment of learning. Based on these aspects teachers were given trainings under the leadership of SCERT, DIET and SSA. This has brought the absolute grading system followed a 3 point scale (A,B,C) in Lower Primary section and 5 point scale in (ABCDE) in Upper Primary Section.

Name of the State/UT	Year of Implementation	Description
Tamilnadu	2012-13 for I-VIII	Government of Tamilnadu issued Government Order for introducing trimester pattern and CCE implementation in the state up to the elementary stage. Core team was constituted to conceptualize CCE for the State. The core team developed general guidelines both in English and Tamil for Primary and Upper Primary levels. Subject specific core teams were constituted to prepare teachers' manual. The core team consists of educationists, faculty of SCERT, IASE, CTEs, DIETs and practising teachers. All the developed modules /manuals were field tested and finalized based on the feedback. Before the commencement of the academic year 2012-13 in which CCE was implemented, in cascade model, all the teachers handling I to VIII classes have been undergone 2 days in-service training on CCE implementation. Faculty of SCERT, DIETs and personals from BRCs and CRCs provided on-site support during their school visit throughout the year whenever and wherever needed.
Puducherry	Implemented	The UT follows the same CCE model followed by Tamilnadu. The state is providing all support to UT. All head teachers and teachers at primary and upper primary level were given 3- day training in association with Azim Premji foundation. Handbook on CCE for teachers- training module, subject - wise manuals provided to point scale for co-scholastic assessment. Implemented from class I –VIII.CCE is done in scholastic and co-scholastic aspects

(Source: NCERT document on Academic Support to states/UTs in CCE implementation at the Elementary stage,2013)

Conclusion :

NCERT could not document all states/UTs in respect of CCE implementation for some reasons. After going through all the report of different states/UTs regarding CCE implementation, it can be said that:

- ☛ It is not possible for each state/UTs to implement CCE at elementary stage.
- ☛ Most of the states/UTs completed teacher training programme on CCE implementation.

- Some states/UTs prepared handbook/manual for trainers, teachers etc.
- In most cases SCERT contributed a lot in implementing CCE. In some states/UTs, DIET, SSA, IASE also helped in this context.
- Some of the states/UTs have implemented CCE scheme before RTE Act (like-Kerala, Karnataka).
- Most of the states/UTs have organized different seminars, workshops for different stakeholders.

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HINDRANCES OF INCLUSIVE EDUCATION IN PRESENT EDUCATIONAL SYSTEM

*Dr. Mita Howladar**

Abstract

Inclusive education is how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. The goal is to eliminate all barriers in order to achieve learning, individual strengths and gifts, with high and appropriate expectations for each child and work on individual goals while participating in the life of the classroom with other students their own age. But this conception and outcome at present scenario by this process is not successful because there is some problem arises for inclusive education such as disability, gender, emotional/ behavioral problems, family background, ethnicity, giftedness, migrants, poverty, hearing or visual impairment, language delay, among others. Negative and harmful attitudes towards difference in our society remain critical barriers to learning and development. When learners enter a school where the language of learning and teaching is not their home language, there is no positive result in learning process including Audio-Visual barriers, Physical, Psychological, Medical barriers and also Cognitive barriers. There is some positive implementation of inclusive learning, teaching and assessment strategies. Teachers should keep in mind that these outcomes apply to all learning areas by the proper teaching skill such as- Listening, Speaking, Reading and Viewing, Writing, Thinking and Reasoning, Language structure and use, attitude, motivation etc.

Key Words : Inclusive Education, Negative factors, Not equity, Education.

Introduction

The Inclusive education is an important pathway in educational developmental system with a strong commitment to his/her community and nation. It needs to

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move on the basis of capability, intellectual power and other suitable physical, psychological and environmental condition. The notion refers to difficulties that arise within the education system as a whole, the learning site and/or within the learner him/herself which prevent both the system and the learner needs from being met. The medical model is reflected in the psycho-medical dominance of segregated education for children with disabilities in the 1950's (Clough & Corbett, 2000) which was transported to developing contexts by colonialists and development agencies. The inclusive education at present is taking as 'whole-school' approach to institutional change (Peters, 2004), and influenced by the social model of disability. Children in special schools were seen as geographically and socially segregated from their peers, and the initial movement to locationally integrate these students in mainstream schools ('integration') shifted to one where the whole school was encouraged to become more adaptable and inclusive in its day-to-day education practices for all students ('inclusive education'). Pedagogy in particular was highlighted as the key to meeting all students' educational needs by making the curriculum flexible, and so more accessible. By recognising that teaching methods which can make curriculum accessible to children with disabilities can also make learning accessible to all students (Ainscow, 2005; Ainscow, 1991), a teacher or school principal is well on the way to improving the overall quality of their school. In this way, inclusive education is not a disability-only issue, but an educational quality issue.

Inclusive education is more effective in the present educational system and it is more ensuring proper provision for children with special educational needs but it depends on the costs to schools, pupils and disability, gender, emotional/behavioral problems, family background, ethnicity, giftedness, migrants, poverty, hearing or visual impairment, language delay, among others. Negative and harmful attitudes towards difference in our society remain critical barriers to learning and development. There is a growing consensus that people with disabilities should be included in development programmes. However, if a person with a disability is dehumanised by cultural belief or stigma, as they are in India (Alur, 2002), then they can be 'invisibilised' and not considered worthy of rights. Inclusive education reflects the relationships among the social, political, economic, cultural and historical contexts that are present at any one time in a particular country and/or local authority but not properly improve and success among the different situation and community. It should be embedded in a series of ways such as parent, the family, the school and to the classroom, the local community and extending to the broad society. It generally

works positively at the primary school level, but serious problems emerge at the secondary and onwards level. This was attributed to increased gap between the teaching –learning pattern and achievement of students with age. This discourse is attempting to shift perceptions of disability from the medical model to the social model. However, there are many conceptual difficulties with the terms of Integration and Inclusion in India, which are often used interchangeably. It has been seen that the mainstream can incorporate students with disabilities when it has so many difficulties in accommodating existing student diversity. Inclusive education clearly has the potential to improve teaching and learning processes for all children as well as fulfilling their rights, for the purposes of this paper we will be looking at inclusive education mostly in terms of access for children with disabilities in India due to their 'invisibilisation' "All children / students are educated in an age-appropriate mainstream classroom in neighbourhood schools and the supports provided, so that children/ students, teachers and classrooms can be successful." – New Hampshire

OBJECTIVES

- ☼ To identify Inclusive education is important pathway of educational system but it affects by the different types of unsuitable environment.
- ☼ The goal of inclusion in education is to eliminate by the different types of barriers with the quality and equity of education for all .
- ☼ To identify following type of barrier including those who may be potentially marginalized due to disability, gender, emotional/ behavioral problems, family background, ethnicity, migrants, poverty, hearing or visual impairment, language delay etc.
- ☼ This is a big challenge for all but, it is an opportunity to advance the school as a change factor that promotes dialogue and participation, making possible well-being through an education of quality for all without exception, for the commitment of the community.
- ☼ To develop and improve different types of remedial way for the equilibrium and equity of inclusive education for our nation.

METHODOLOGY AND FINDINGS

Inclusion in education for all learners is very important but in present scenario it is difficult by the some arising problems in educational system. Barriers to learning

and development should be addressed in our classrooms and schools. Amongst the more frequent causes of barriers are given below :

Inclusive Education

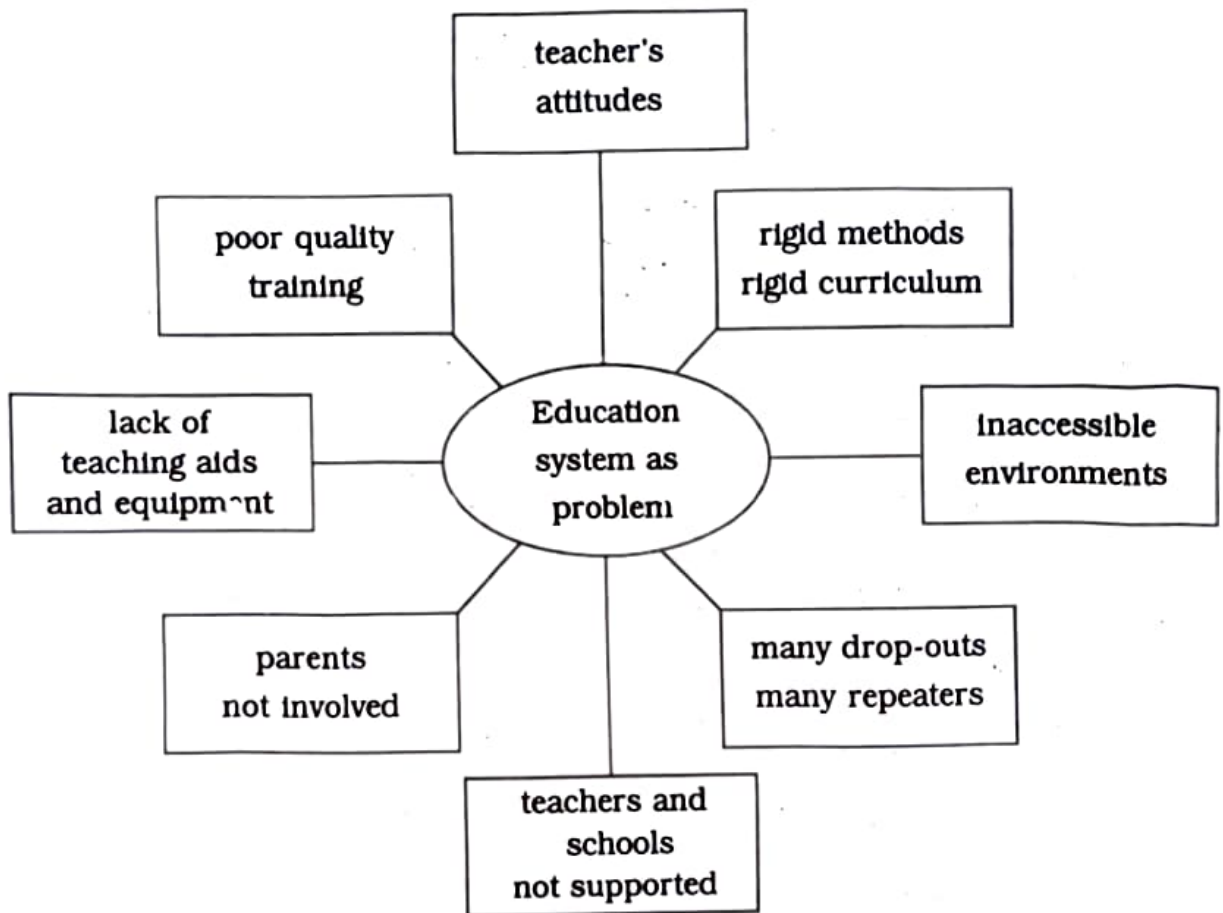


Fig 1. Different types of problems in educational system

Language and Communication

When learners enter a school the language of learning and teaching is obviously home, mother and local language with at least one additional official language which should be mother language. In teaching and learning process language which is not the first language of some learners. This places these learners, at a disadvantage and it often leads to significant linguistic difficulties which contribute to learning breakdown. Parents should be encouraged to participate in interventions regarding language. Learners should receive extra support from the language which is full support learning and teaching process related to other subject.

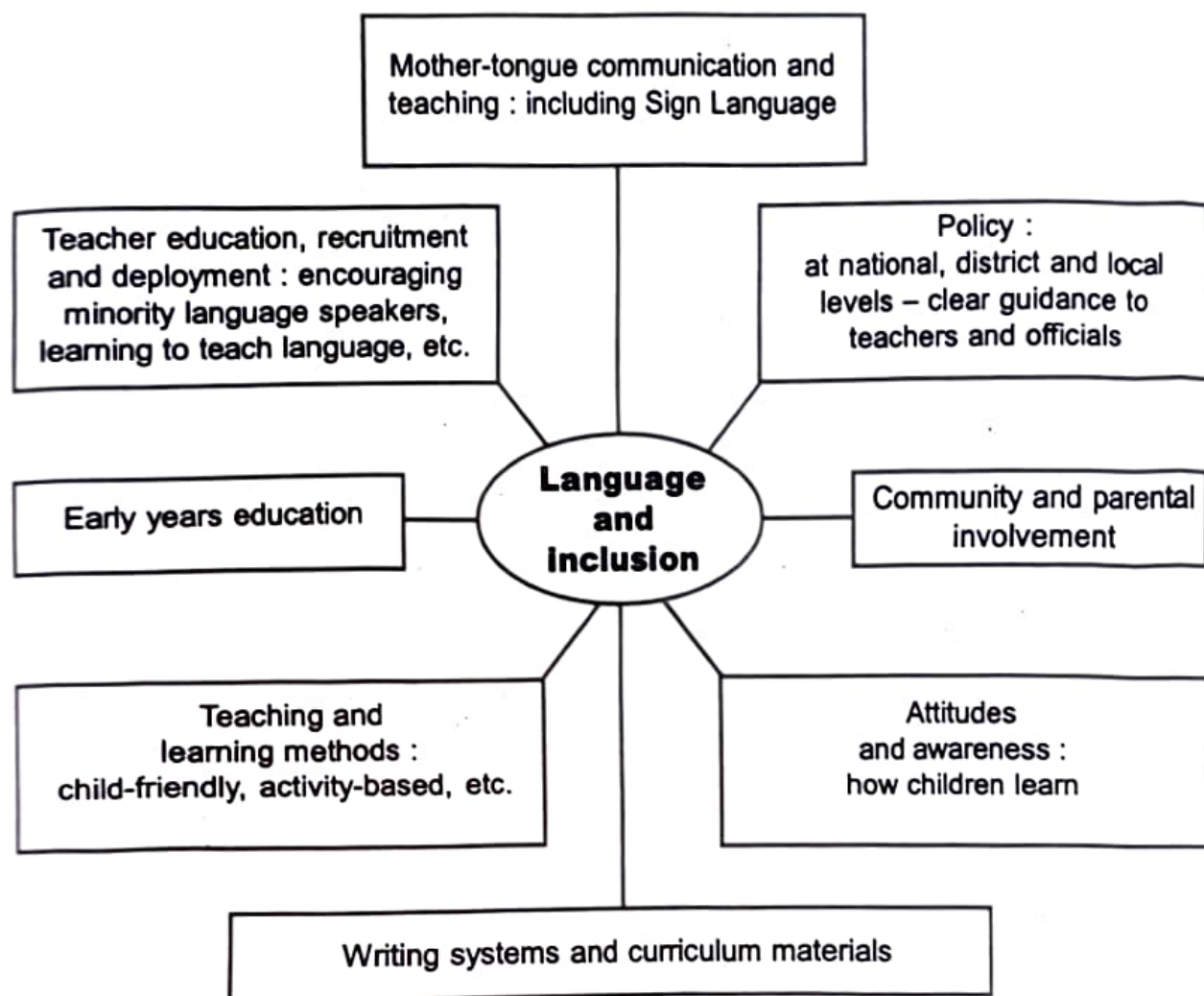


Fig 2. Key issues to consider in relation to language and education(Helen Pinnock and Samantha Ross Hepworth)

It has been seen that language and the impact on children's participation and achievement in education. The use of, and teaching of, languages is a complex issue for inclusive education. Communication is essential for learning and development in both formal and informal aspects. Learners who are non-speaking due to the severity of their physical, intellectual and/or mental disability experience enormous barriers to learning and development. These barriers arise from the general unavailability of augmentative and alternative communication strategies to enable them to engage in the learning process, and more often than not find themselves totally excluded from learning and development experiences. This systems could consist of alternative communications systems, supplements to vocal communication and communication through facilitators. Not only does poor provision in this area lead to a dearth of necessary skills and knowledge but it also contributes

to a system which is unable to meet a diversity of learner needs and prevent barriers to learning and development.

Disability as a barrier

Disability is a barrier to learning in various ways such as hearing impairment, minor speech impairment, mild learning difficulties, epilepsy, lack of limbs, short stature, gross obesity, autism, mental health issues and psychological barrier, eating disorder, visual barriers, hearing impairment, oral barriers and also other medical barriers which are important hindrances of teaching- learning process. Auditory barriers are an increasing awareness that a high level of performance in the traditional academic areas of mathematics, reading and language is not sufficient to ensure successful adult adjustment and that success in inclusive settings needs to be defined not only in terms of communication skills and academic achievement but also in relation to the social development of the child with hearing loss (Ross, 1990; Schwartz, 1990). Hearing loss present at birth or occurring in early childhood often represents a significant barrier to the natural acquisition, development and use of spoken language. The degree of hearing loss as well as any delay in fitting the child with appropriate amplification are two important factors that impact directly on spoken language acquisition. The resulting language delay often found in children with hearing loss has been seen as an underlying cause of reduced academic performance (Moore, 2011). Cognitive barriers is an important issue for inclusive education. The focus is usually on using and developing basic cognitive processes to improve skills in information storage, processing, organizing and retrieval. This may be at a phonological processing level, word level, or sentence level. Other related perspectives include different models of auditory memory, and approaches that examine how different aspects of language are stored and called up when needed.

The Medical and Social Disability models help us understand the changes in the way of thinking about disability. Care and benefits were awarded as a legitimate portion of the pie produced by society as a whole, in an effort to compensate for personal tragedy. The Social Model of disability is a more recent approach to disability thinking (1970's Union of Physically Impaired against segregation) and views the problem as a socio-political one, it has been developed by disabled people themselves, and it is more accurate regarding reality of disability, which is defined in terms of lack of access, both as social and structural barriers. It is really important to acknowledge the fact that it is the first time disabled people's thinking that has been part of this change of perspective.

Inadequate opportunity for programme-to-work linkages

Learners with cognitive barriers, age constraints and social barriers, need specific programme-to-work linkages. Certification for the level of skills achieved need recognition to facilitate life long learning. A lack of partnerships between education and institutional environment block to learners. Appropriate accreditation and certification for the level of skills achieved need recognition to facilitate life long learning. A lack of partnerships between education and industry which would facilitate job accessibility could be a stumbling block to learners.

Socio-economic Barriers

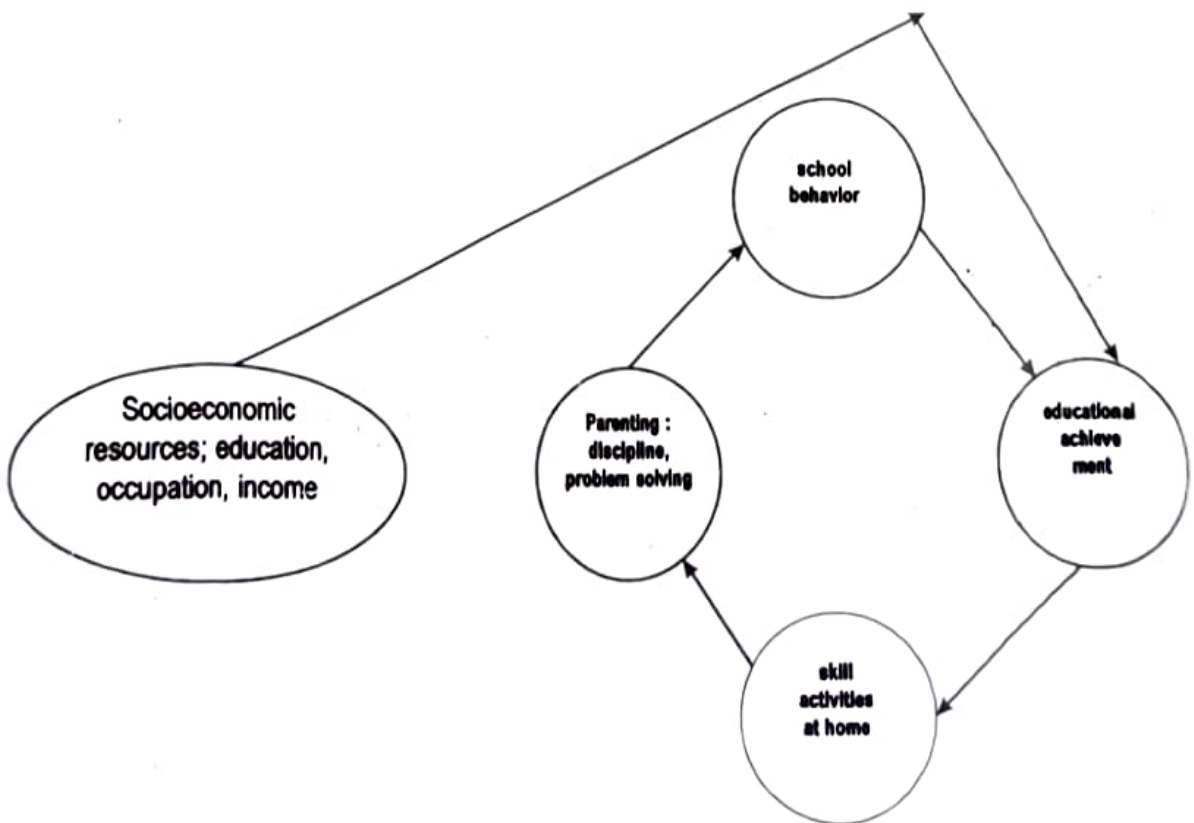
Deprived of education and training opportunities and income generating activities during the ten year civil war that ended in 2002. In the survey, 60 percent of respondents were self-identified as belonging to the low socio-economic status category. The relationship between education provision and the socio-economic conditions in any society must be very important issue. Effective learning is fundamentally influenced by the availability of educational resources to meet the needs of any society. In many countries, especially our own country, there are inadequate numbers of centers of learning and other facilities to meet the educational needs of the population. In most cases, inadequacies in provision are linked to other inequalities in the society such as urban/rural disparities, as well as inequalities arising from discrimination on grounds such as gender, race and disability. Poor self-image children often experience social isolation and developmental deprivation. Depression and hopelessness in both adults and learners. Learner headed households and poor homes require additional responsibilities from learners. Mobility of families creates lack of continuity in learning as a result of school hopping. Late enrolment at school. Sensory deprivation, resulting from a lack of opportunities during early childhood to explore the environment and wider world.

LACK OF PARENTAL RECOGNITION AND INVOLVEMENT

Parents do not use oral communication, experience communication with their children. Difficulties around parental support of learners, such as home work. Parents are not always adequately informed of their children's problems or progress, and therefore are often deprived of the opportunity to participate in their children's development. Parental involvement refers to a broad range of activities as indicated earlier. Understanding the impact of various forms of spontaneous involvement and of the large range of intervention studies on achievement. The extent and form of parental involvement is strongly influenced by family social class, maternal level of

education, material deprivation, maternal psycho-social health and single parent status and to a lesser degree, by family ethnicity. The extent of parental involvement diminishes as the child gets older and is strongly influenced at all ages by the child characteristically taking a very active mediating role. Parental involvement is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved. Adjustment must proceed in recognition of all the many factors which impinge on school outcomes. Parenting involvement provides housing, health, nutrition, safety; parenting skills in parent-child interactions; home conditions to support study; information to help schools know child educational psychological achievement adjustment parental material, parental school involvement, deprivation, aspirations, composition family social class etc. York et al (2001)

Fig 3. Sacker et al (2002) model of the relationship between socioeconomic status, family and Educational achievement.



De Garmo et al (1999) found support for the model of parental influence on to educational achievement for young children shown in Fig 4.

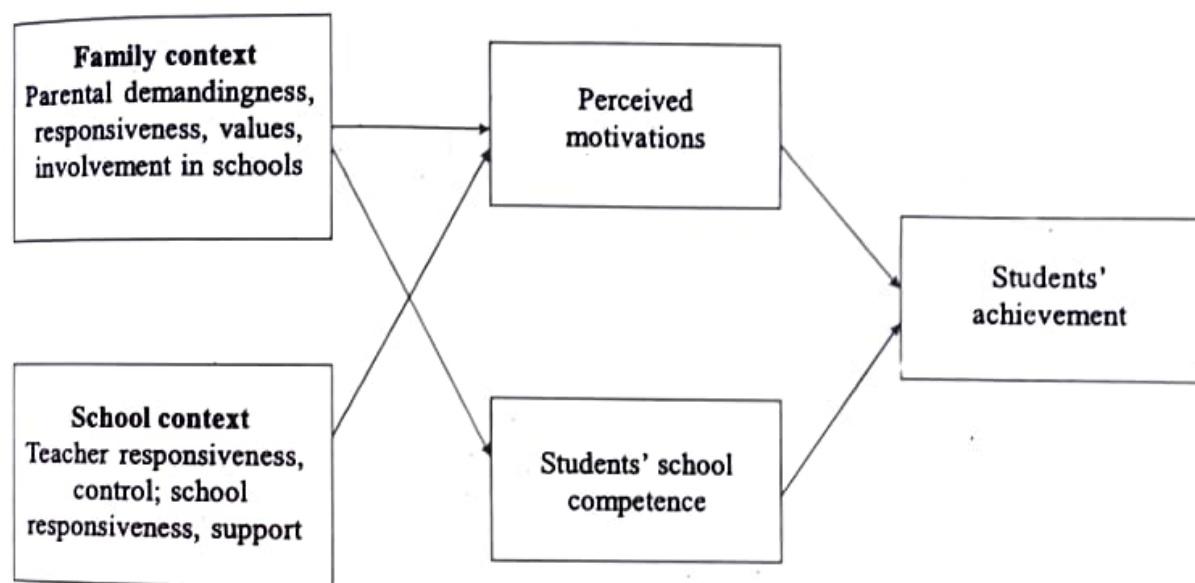


Fig 4. Proposed relations between family and school context variables and students' achievement. (De Garmo et al, 1999)

Attitudes –

The greatest barriers to inclusion are caused by society, not by particular medical impairments. Negative attitudes towards differences result in discrimination and can lead to a serious barrier to learning. Negative attitudes can take the form of social discrimination, lack of awareness and traditional prejudices. Regarding disabled children some regions still maintain established beliefs that educating the disabled is pointless. Often the problem is identified as being caused by the child's differences rather than the education systems shortcomings. The negative attitudes are harmful attitudes towards difference in our society remain critical barriers to learning and development. Different types of barriers such as race, class, gender, culture, disability, religion, ability, sexual preference and other characteristics manifest negative attitudes towards learners in the education system.

HOW DO WE OVERCOME THESE BARRIERS

Though the above problem exist in our educational system but we try to minimize and abolish this problem by the following different ways. Modified access

to buildings e.g. adapted toilets and speaker systems in where applicable. Appropriate assistive devices e.g. Brailers, hearing aids, tape recorders, splints, adapted computers, wheelchairs, walkers should be used. In classroom modified and appropriate teaching aids have to use. All learners are to learn their home language with at least one additional official language. Schools should establish meaningful relationships between learners and teachers. District based support teams have been established and they should be called upon to assist in matters of abuse and other learner related issues and also use of accelerated academic bridging programmes and programmes-to-work. It has been established current academic level and facilitate placement in the appropriate grade and/or set of learning programmes. Schools develop must be welcoming environments for all learners.

Inclusive Learning in Practice

For teachers- It means observing learners closely, recognizing their strengths and areas for further development and drawing on the full repertoire of skills and strategies to meet their needs.

For learners-It means being engaged not just with the content of what is being taught but being involved with the learning process, understanding what they need to do to improve and taking responsibility for furthering their own progress.

For school leaders- It means constantly thinking about routines and the organization of learning for all pupils so that their welfare and their progress can be mutually supportive.

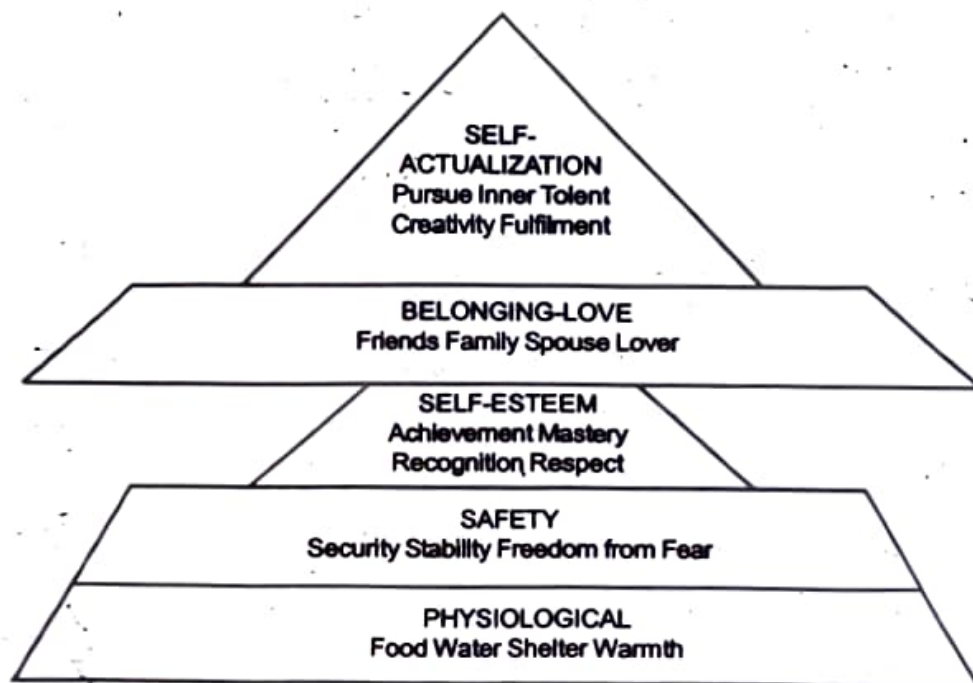
Familiar and Homely Educational Environment

A classroom stocked with inadequate materials and untrained teachers presents another barrier. While teachers do not need an advanced degree in special education, they should be trained in how to interact with children who have visual impairments, hearing impairments and other special needs.

School administrators can help create this optimal learning environment by including disability adjustments in their annual budgets. Not only will this help schools better accommodate students with disabilities, but also send a message to the community that all students deserve such an education. Administrators should also encourage their teachers to develop curriculums early on so that children with special needs may arrange for alternative formats before the school term starts.

Communities can also take advantage of the resources already available to them. In many areas, for example, there are citizens who already know sign language and are willing to volunteer or provide their services for a nominal fee.

Fig.1. For the development of inclusion in education school environment should be developed on the basis of some following characteristics such as physiological requirement, safety environment for all categories of learners, every learner have to achieve recognition of achievement, each trainer has retained lovely attitude to the all type of learners and also developed self – actualization pursue inner talent creativity fulfillment



Individualized Learning

Every student is unique. All students have strengths and weaknesses, and most students need support to reach their full potential. To help students reach this potential, teachers need to individualize the learning process as much as possible. Individual education plans are flexible documents a teacher prepares with a student that outline the educational expectations for that student, the services to be provided to the student such as a personal aide, alternative-format materials or extended test times, and the methods by which the student's progress will be evaluated. For this development following approaches (figure 2) should be adapted for improving the educational system.

Figure-2
Contrasting approaches to student voice

High Performance Learning Organisation	Person Centered Learning Community	Democratic Fellowship
<i>The Personal is for the sake of the functional</i>	<i>The Functional is for the sake of the personal</i>	<i>The political is for the sake of the personal</i>
Student Voice – How & Why ♦ Wide ranging formal + informal consultation making current arrangements more effective	Student Voice – How & Why ♦ Wide ranging formal + informal mutual engagement in order to develop wise persons	Student Voice – How & Why ♦ Shared responsibility for + commitment to the common good
Relationships ♦ Instrumental use of trust and relationships	Relationships ♦ Mutual trust, care and respect	Relationships ♦ Shared commitment to deepen democratic living and learning together
Arrangements for Listening ♦ Multiple managed opportunities for staff and students to listen to young people's views of what staff are interested in	Arrangements for Listening ♦ Reciprocal listening resulting in emergent foci and wide-ranging agendas	Arrangements for Listening ♦ Importance of community Meeting + range of smaller spaces that foster diverse identities

Inclusive Practices in Teaching and Learning process

The National Strategy Supporting Pedagogy states that the choice of appropriate teaching and learning model is determined by the nature of the learning objective. Direct interactive teaching is effective in helping young people to learn new skills and procedures and acquire academic knowledge. This includes modeling and explicit teaching sequences. For example, in teaching children reading or writing. Cognitive teaching and learning models help learners to process information, build concepts and rules, generate and test hypotheses and think creatively. These models include enquiry, inductive learning and teaching through analogy and metaphor.

Social models require learners to collaborate and learn together; they help learners construct new knowledge and understand concepts. These models include constructivism and group problem solving. There have been major advances in our understanding about how the brain operates and the process of cognition in the past ten years which, if education is about learning, possibly should feature very strongly as important underpinning knowledge

Necessary for any one working in a school, college or a related area. Much of this knowledge has been gained in areas of research, development or in professional practices not directly related to education e.g. rehabilitation after traumatic brain injury. This critical theme and activity asks us to define "pedagogy". Inclusive pedagogy

will involve a range of expected behaviors' such as the recognition of individual differences, whilst also valuing cultural diversity.

Activity

The curriculum for the foundation stage should underpin all future learning by supporting, fostering, promoting and developing children's. Personal, social and emotional well-being in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community. So that a strong self-image and self-esteem are promoted; positive attitudes and dispositions towards their learning in particular an enthusiasm for knowledge and learning, and a confidence in their ability to be successful learners. For the development of learners the following skills should be developed in every educational institution.

Social skills - In particular by providing opportunities that enable them to learn how to cooperate and work harmoniously alongside, and with, each other and to listen to each other.

Attention skills and persistence - In particular the capacity to concentrate on their own lay or on group tasks.

Language and communication - With opportunities for all children to talk and communicate in a widening range of situations , to respond to adults and to each other, to practice and extend the range of vocabulary and communication skills they use, and to listen carefully.

Reading and writing - with opportunities for all children to explore, enjoy learn about, and use words and text in a broad range of contexts.

Positive attitudes and dispositions towards their learning - In particular an enthusiasm for knowledge and learning, and a confidence in their ability to be successful learners.

Mathematics - With opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practice, and talk about them. Fast tracking to acquire basic literacy, numeracy and life skills for learners.

Knowledge and understanding of the world - With opportunities for all children to solve problems, make decisions, experiment, predict, plan and question

In a varied range of contexts and to explore and find out about their environment, and people and places that have significance in their lives. Acknowledge and respect differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status, sexual preference, etc.

Physical development - with opportunities for all children to develop and practice their fine and gross motor skills, increase their understanding of how their bodies work and what they need to be healthy and safe.

Creative development - With opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role-play activity Schools should embark on positive awareness campaigns about difference and the value of celebrating diversity.

Social Attitudes

Social perceptions toward those with impairments are major determinants of whether the disabled are provided equal access to education. When parents, school administrators and community members believe that impairments make a child less worthy of being educated, or less able to benefit from education, it is unlikely that children with disabilities will be given equal access to education. Many disabled people's organizations work at the local level and employ people with disabilities who have graduated from secondary school or university. By engaging with the community, these employees provide a powerful example of the potential of students with disabilities and offer irrefutable evidence of the individual and societal benefits of providing equal access to education.

Access to Support Systems

Parents and educators who feel overwhelmed and do not know where to go for help can create barriers through inaction. For parents, administrators and governments, there are many resources available on how to better provide for disabled students. Parents can find emotional support and practical help through other parents of disabled children. Parents can seek and create opportunities for their disabled children by sharing information and resources. Many societies now have advisory groups, which typically include disabled individuals, to help school administrators and governments make smarter policy decisions by informing them of the unique needs of disabled students.

Online Options for Students

For students whose schedule or budget prohibit them from attending school, online opportunities offer another entry into education. Websites dedicated to online schools provide tools and resources that help both students and parents navigate the world of online learning. Whether enrolling for kindergarten classes or graduate degrees, prospective students can use these websites to make informed decisions about their academic careers.

CONCLUSION

Inclusive education is one of the most important issues in the education system. The concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. It is a basic human right, so overcome difficulties of learning. In designing educational programmes for students with disabilities, the focus must shift from the individual's impairments to the social context. Since there is no clear demarcation between the characteristics of students with and without disabilities. The purpose and form of inclusive education reflect the relationships among the social, political, economic, cultural and historical contexts. The evidence for inclusive education is mixed but generally positive, the majority of studies reporting either positive effects or no differences for inclusion, compared with more segregated provisions. Inclusive education goes far beyond the physical placement of children with disabilities in general classrooms.

The inclusive teacher is a professional educator committed to his/her community, who recognizes individual differences and considers them in his/her educational intervention actions. S/he participates in collective teaching because it is essential for collaboration and dialogue and is also creative in implementing education by facing the challenges of diversity in specific educational project interventions. In order to illustrate the individual differences in the classroom, the author follows a tridimensional view. Every inclusive teacher needs to move among these three realities in his/her classroom – seeing his/herself as being like all others, also like some others and finally, in some ways unique. This idea allows co-teaching or concurrent participation. Inclusion promotes co-operation in the classroom. I believe this representation helps us to understand the diversity concept as well.

The collaborative work among educators facilitates inclusion and needs to be promoted in the Teacher Preparation Programme. The author believes that inclusion is funded on a collective of teachers, a team sharing knowledge, making

decisions, solving problems together and generating actions in order to improve the school and to increase the learning for all. Contextual preparation connecting with the educational services, allowing identification of diversity as an enriching element has three great steps outlined below. For teachers to promote inclusive education, their training should link directly with the educational services in so called contextual professional practice. This approach, in our experience, must be presented to all throughout the training process structuring with multi-directional flow between theoretical and experiences close to educational field. So we realize that Persons with disabilities are not excluded from the general education system on the basis of disability and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education and further higher educational systems and realize that education for all in all levels.

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VALUE BASED EDUCATION AND THE PERSONAL AND PROFESSIONAL VALUES OF THE TEACHERS

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Abstract

Value Based Education is very important in the modern world of complex values. young generation is confused to adopt proper values .They are needed to be enlightened with value education in both formal and informal set up. Influenced by the notion that effective teaching is as much about relationship as it is about 'technical' proficiency, the author examines the values of teachers that inform classroom relationships and poses one question as to whether there are particular teacher value that are necessary for quality value education. This question is addressed by focusing on the teaching strategies involved in the major approach to value education and by deducing the teacher value necessary for effective teaching. The implications for the pedagogy of the value education are briefly discussed.

Key Words : Role-play, Scaffolding, Value, VBE

Introduction

What is Value Based Education (VBE) ?

Education opens up our mind but value based education (VBE) gives us purity of heart too; education provides us with skill but VBE provides us sincerity too, education extends our relationships with the world but VBE links us with our own family members too. Education makes our life as a good professional, but VBE makes us a whole human beings too. Education gives us 'Anna' but VBE provides us 'Ananda too'.

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Why is VBE needed ?

VBE is highly needed in our modern society because our lives have become more miserable. The quantity of education has considerably increased, but the quality has decreased. Why ? The number of educated people has reached a high level, but murder, hatred and selfishness have spread out like wildfire every where. Many books are written, many professional achievements are attained but humanity is threatened. That is why we need VBE. The rate of suicide is going up in our society. One of the common factors responsible for this is over pressure on students to get the high marks in exams. It is for sure a very unhealthy and unethical competition. It is not only limited to school level education, several suicide cases happen even at top level of academic institutions worldwide. The highest purpose of education is either disregarded or may be forgotten. The Vedas say "Atat Desh Prasayasta Sakasat Agrajanman, Swam Swam Charitram Shikheran Prithivyam Sarva Manava...." It means that people who are born in this part of the earth should, enlighten the entire world by presenting the example of their own character.

What are Universal Values ?

Education is not only for news but also for views. It is not only educating but also enlightening. Education should make every individual capable physically, mentally, intellectually, emotionally and spiritually. Therefore, some universal ideals like "love, peace, respect, tolerance, forgiveness, co-existence and non-violence" should be accepted by all the educators world-wide. These values are truly indispensable, devoid of which our society cannot sustain itself and people will forget humanity.

One should recognize one's nation and culture. Knowing about the world is quite good, but knowing about our own culture, history and traditions is more important. Through VBE we can flourish the eternal truth like "Sarba Dharma Sambal". Equal respect towards all the great world religions and faith is the dire need of the today's world.

There are five basic values which can be classified in a hierarchical order as :

Material Value, Aesthetic Value, Educational Value, Ethical Value ,Spiritual Value.

Material Value refers to the basic needs of human beings such as food, shelter and security.

Aesthetic Value : with this value life becomes stale. This is the artistic sense in life.

Educational Value refers to value of knowledge.

Ethical Value : The first three values refers to the individual. The fourth value refers to individual's relationship with society. Moral issues of human beings are part of ethical values.

Spiritual Values : It refers to outside the physical frame of our personality.

To impart Value Education teacher's role is very important.

However the consistently overlooked factor in the value education debate is the impact of the teacher's own personal values and the way these values are expressed in class teaching.

The question arises as whether to education should focus almost exclusively on the technical skills of the teaching at the expense of teaching about relationship. Such a task is certainly problematic as it implies provisions for a teacher's personal as well as professional development and involves a consideration of the values that inform the teacher's practice.

Addressing the problem of determining the impact of the values on teaching in general and value education in particular involves seeking answers to the related questions :

Is effective teaching the expression of a general set of teacher personal values that inform teacher behaviors and relationship with students?

Are there specific teacher values that inform quality value education ?

Before focusing on these questions it is necessary to establish that teaching is values laden. In sense there are inevitably social and moral educators. Whatever institutional restraints exist within a school, teachers are faced with taking positions on a variety of social and emotional issues, and are developing values that are informed by there challenges. More generally, a teacher selection of subject content and his choice of strategies and structures to impart that content are value laden. For instance, deciding between a transmission model of teaching involving teacher's presentation and a collaborative approach involving students proactively, both reflects the values and sends significant messages about the teacher's values to students. The research of Halstead & Xiao (2010) in impact of the hidden values currently on

value education, underlines the student's constant learning of values that may not be those that are explicitly taught. The authors give the examples of students learning when it is appropriate to disobey certain rules and how tolerance may be learned after reflection on teacher's dominating behavior.

Just as teachers bring and develop a variety of professional and personal value to classroom relationship, the students also bring a variety of values from the home. There will include varying expressions of tolerance, respect for others, social consciousness and personal responsibility. So relationship is a dynamic process this is informed by values of both teacher and student.

Desirable teacher's values that influence teaching

There are certain teacher qualities that are desirable for an ideal teacher and human being as emotionally and psychologically stable. They are as follows –

Realness : this involves the teacher being herself / himself without pretence are assuring different persona .

Prizing, Accepting, Trust- this involves the teacher acknowledging individual students and caring for them in such a way that their feelings and opinions are affirmed.

Empathetic, understanding : this involves the teacher's sensitive understanding of how the students thinks and feels about leaning.

The fully functioning Person : this involves teachers in the process of being and becoming themselves by being open to their feelings and evidence from all sources, and by discovering that they are 'soundly and realistically social'.

In the age of globalization teaching value education the teacher has to face many challenges. The solution to the challenges is to focus on the need for teachers to create warm and supportive classroom environment in which students feel free to express their thoughts and feelings or even experience catharsis and to be tolerant of different student opinions.

There are certain approaches to impart value education. They are the Trait approach value the clarification, the cognitive Developmental approach , Role playing.

The Trait Approach

The trait approach is based on the view that value education should comprise predetermined traits/qualities that can be taught. The approach is based on values

absolutism : Certain prescribed values are deemed more worthy than other. The indirect expression that utilises moral biography is the typical expression of the trait approach. Biography provides the raw data for discussion, and the learning principle is that of transfer : If students are impressed by the values by which eminent people lived their lives, they will adopt the values as their own.

Values Clarification

The approach involves students identifying their values and beliefs in an effort to enable them to be more self-directing in life's confusions. This reflection process to clarify the confusion, makes the students more purposeful and productive, less vulnerable, a better critical thinker and more socially aware.

Values clarification is based on the notion of value-relativity, that is in contrast to the trait approach for which values are prescribed (value absolutism) students are encouraged to adopt their own values, providing they are personally meaningful. The approach does not focus on imposition of a set of prescribed values but the process of acquiring them.

The strategies may include ranking or rating value statement in particular areas(students ranking or rating on a five point scale),creating a Value Shield (students representing what is meaningful to them by drawing symbols on a cardboard), conducting SWOT analysis (students identifying the relevant Strengths, Weakness, Opportunities, and Threats relating to a situation),completing unfinished sentences (students finishing a sentence structured by the teacher to elicit a feeling, opinion, or values),utilizing discussion card(students discussing issues written by themselves on cards) and The variety of possible strategies are there. They can be performed in small groups or as a whole class. While the students perform these activities the teacher will facilitate by asking questions related the process.

Cognitive Developmental Approach

This approach equates value education as intellectual education. It is based on active thinking of students about values. It is 'developmental' because it views value education at the movement through stages. These stages define 'what a person find valuable ...how he defines value, and why he finds it valuable. (Kohlberg1975,672). Kohlberg claims the means of development is through the provision of conflict. The classroom strategy involves the presentation of a moral dilemma story, incomplete, open ended or conflict story. This strategy of value education is very student-centred. Teachers facilitate the process by asking questions. Teacher should avoid imposing their personal views because that will diminish moral

growth of the students. While summarizing the teacher may suggest solutions but no particular solution is endorsed as 'right'.

Role-play

Shafel(1967,84)provides an early definition of role-play as a opportunity to explore through spontaneous improvisation in problem situation in which individual is helped to become more sensitive to the feeling of the people involved. In assuming the role of another person , students step out of their accustomed role and adopt the role of another person. In this way the students become less egocentric and develop insights into them and others. The indirect expression that utilizes moral biography is the typical expression of the trait approval. Biography provides the raw data for discussion, and the learning principle is that of transfer : if students are impressed by the value by which eminent people lived their lives, they will adopt the values as their own.

There are six steps for role play

1) Solving confrontation :- the teacher identifies the roles as to be played for a solution clarifying the names of characters and the sequence of events.

2) Briefing :- The teacher assists students to enter the hole of the character they are to play by questioning the players and class about what each character in turn might be thinking or feeling. Alternatively the briefing may comprise a statement by the teacher describing the gamut of thoughts and feelings each character might be experiencing to sensitize the players and audience. The teacher should remain neutral as much as possible.

3) Role Play (enactment) - Fully sensitized to the feelings of the character involved, the players react spontaneously to each other in dialogue. The exchange is unrehearsed so that the reactions of the players remain unpredictable to each other and this spontaneity of role play of ten hands to the solutions that are not same what was initially anticipated by the class or by the player themselves.

4) Deteriefing :- This is an optional stem that is only implemented if the teacher feels a player needs to be extracted from the role-play. It may take the form of a simple statement

(Remember Seema you're not Lucy any more....her problems aren't really yours') or the teacher may use the nametag technique removing the nametag of the character's name when the role play is complete, and throwing it in the bin (psychologically disowning the role).

5) Reflection / transaction :- Once the role-play is over, the teacher asks the 2 players to comment on the transactional nature of the exchange by analyzing the thoughts and feelings that the other player evolved, how these shaped their own reactions. The class may also contribute its perceptions of the reaction and 'test' them by asking the players questions.

6) Further enactment :- The discussion prompts further enactments sometimes involving same 2 children, but with different players, or involving an exchange between one of the original children and a 3rd. In the case of the former, a new player may be chosen on the basis of that he/she thought an original player was not sufficiently real (too harsh / too lenient).

Following are the necessary teacher qualities / values that may be inferred from a collective implementation of the above mentioned approaches :

Challenging ecocentrism : It is difficult to overcome ecocentrism because teachers and students tend to reason from their own perspective, and exaggerate the extent to which others share their beliefs (the false consensus effect), teachers need to understand, and lead their students to appreciate that not all communicated views are shared. All of the approaches involve students in adopting multiple perspectives. In role-play, students are forced in spontaneous unrehearsed dialogue to react to responses that may be contrary to their own; moral dilemmas may challenge students with different moral reasoning or opposing moral solutions; moral biographies may produce different interpretations of identified values; and values clarification may involve confronting inter or intra-group opinions. So teachers need to be committed in promoting the ability to assume multiple perspectives, and observing it in their own practice.

Demonstrating sensitivity. the affective area involving values educations arguably more emotionally charged than the cognitive domain because it involves students' feelings and values, both of which are informed by often highly variable life experiences. Teachers need to be aware of the potentially confronting nature of some 'moral' content (moral dilemmas, values clarification tasks and role-play).

Practising tolerance. All four approaches involve students in suggesting different opinions and solution, and some of these may challenge conventional wisdom as students test their unformed or half-formed views against those of others. It is essential that teachers are not judgmental about 'dubious' or simplistic opinions but use judicious questioning to direct scrutiny at student reasoning. It is equally important that teachers promote tolerance between students and even encourage them to accept a diversity of opinions.

Observing neutrality. Teacher neutrality is closely aligned with tolerance, and involves teaches in not betraying their own views lest they 'colour' the views of students. In the discussion of amoral dilemma, it is anathema for teachers to present their own solution, as the effectiveness of the approach depends upon the student experiencing conflict, and the forceful expression of a teacher opinion might be automatically accepted by the student, thereby negating conflict, the very agent of moral growth. In briefing the players who are about to role-play, the teacher needs to explore through questioning or state what the characters might be thinking or feeling by suggesting all possible responses, rather than push students towards a particular solution. So teachers need to understand the importance of process rather than product (individual solutions) in values education approaches, and to be wary of whether their own opinions might be adopted by students without sufficient consideration.

Scaffolding learning. Teachers need to engage in contingent scaffolding by questioning students about their evolving views. For instance, teachers may facilitate the process of values clarification by asking questions about choosing, affirming and acting upon values; they might ask students how values deduced from moral biography might be transferred or acted upon in their own lives and they might expose students to higher stage moral reasoning about a moral dilemma and question them about the merits of that reasoning. So teachers need to be committed to a dynamic form of learning in which students are equally as active as the teacher, and operate as co-constructors of knowledge.

Encouraging student expression. All four approaches are language-rich in that they rely on both teacher questioning, and either full class or small group discussion in resolving or sharing insights. The discussion of moral dilemmas and moral biographies, and the use of role-play are totally based in student talk; and values clarification typically involves minimal written responses prior to discussion. The approaches are also highly emotionally engaging for students. So teachers need to be committed to promoting learning that is participative, collaborative and verbally rich.

Promoting a supportive context of learning. As all of the approaches involve students in expressing their opinions, some of which are only evolving, it is essential that they can do so in a classroom culture that accepts diversity of views, and that is free from threat and the risk of censure and reprisal. Role-play probably involves the most self-disclosure of the approaches, so students need palpable support.

Teachers need to be committed to the Roges (1969) notion that warm, supportive contexts are essential to optimise learning.

Sustaining relationship. While relationship is the result of the above factors (tolerance, sensitivity, student expression, supportive context), it is also sustained by questioning (Brady 2006), the hallmark of all four approaches. Teachers question to help students deduce and interpret values from moral biographies; to reflect on the process of acquiring values in values clarification; and to promote moral reasoning in moral dilemmas. Questioning demonstrates individual and collective caring for students. So teachers need to be committed both to distributing questions among students and sustaining individual responses as necessary.

Conclusion

While many of the eight identified qualities or teacher values may be desirable for teaching in all areas, they are essential for teaching values education. It may of course be simplistic to identify only two areas: values education and 'the rest.' Curriculum specialists would claim that each discipline has its own procedures of investigation and teaching strategies, and therefore its own requisite teacher values that inform teacher-student relationships.

The eight values for teaching values education might be taught to prospective teachers in the professional studies or education strands of teacher education courses in all subjects that involve promoting an understanding of the strategies necessary to teach values to school students. While subjects involving the social bases of education would seem to be natural 'home,' a broad spectrum of professional studies subjects lends itself to investigating the pedagogy necessary for developing student values. Apart from explicit 'content' coverage of the requisite values into the assessments required from cooperating teachers, and ideally, in student teaching self-appraisal.

Apart from certain select values that may relate more specifically to a particular discipline, several of the eight values are particularly important for the teaching of all curriculum areas, and may be taught directly and/or modelled. For instance, contemporary classroom approaches to teaching and learning view knowledge as co-constructed by students and the teacher in all equally active and dialogic relationship that involves the teacher scaffolding by planning activities, and engaging in the more spontaneous contingent interactions with students in collaborative dialogue. This scaffolding is facilitated by strategies that include sustaining student responses, asking open questions, allowing wait time, fostering verbal interaction between students and engaging them in substantive conversation. The teacher educator, in

both demonstrating and practising this model, and teaching discipline-specific content, is scaffolding learning, promoting student expression, and sustaining relationship through questioning. Such a model of teaching and learning also requires the demonstration of a supportive context and appropriate sensitivity to student needs.

The more general teacher values that ideally underpin relationship and inform the teaching of values can also be addressed in teacher education. While it may prove difficult to teach all the qualities prized by Rogers (1969) and Freire (1998), other proposals make a contribution to promoting relationships in both schools and teacher education institutions through either a specific focus on pedagogy or a more general accent on teacher development. An example of the former is the work of Shor (1992) who links a pedagogy to empowerment and democracy in claiming that the values that guide education should be participatory, affective (emotional as well as intellectual), problem-posing, situated, multicultural, dialogic, activist, democratic, and 'desocializing' (challenging both existing knowledge, and the experiences that make us what we are).

Gallé (2010) provides a broader program than that involving the eight identified factors, or the pedagogical values reported by Shor (1998). He argues for a more inclusive 'teacher formation' programme to address the affective dimension of teaching. It is however consistent with that outlined by the author. The proposed program focuses on :

- ⊛ Nurturing an appreciation of the teacher's self, including self-esteem, initiative and care for others.
- ⊛ Encouraging an understanding of the teacher's role and relationships in society, particularly with the local community and parents.
- ⊛ Focusing on the valuing of people and a commitment to their betterment.
- ⊛ Fostering a respect for the uniqueness of individuals.
- ⊛ Promoting an awareness and responsibility for the teacher's role in 'touching' the lives of students.
- ⊛ Creating a passion for knowledge and an appreciation that such knowledge is not neutral.
- ⊛ Attaching an increased importance to relationships.
- ⊛ Developing a respect for the autonomy of individual students.

While implementing the 'programs' advocated by Gallé (2010) and Shor (1998) may require some pedagogical and even structural change to existing teacher

education course, the answer to the two initially posed questions as to whether effective teaching in general, and should ideally be expressions of particular sets of values, is an unequivocal yes.

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EFFECT OF INCLUSION ON STUDENTS WITH VISUAL IMPAIRMENT IN THE CONTEXT OF ENVIRONMENTAL LITERACY

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Abstract

Inclusion is a humanistic policy and it requires that all governments should adopt as a matter of law or policy the principle of inclusive education enrolling all children in regular schools unless there are compelling reasons for doing otherwise. In the background of large scale environmental degradation everyone has to be environmentally pro-active to arrest the impending catastrophe. The students, including those with special needs have an important role to play as they are the future citizens of the country. Agenda 21 (UNCED, 1992) spelt out action plan to address the issue of sustainability. India, as a signatory nation pursues this policy based on her constitutional provision (Article 51-G). Environmental literacy is an essential skill that should be taught to the students. The components of environmental literacy are competencies in understanding environmental issues and their resolution, positive dispositions towards environment, environmentally responsible behaviour and contextual nature of environmental issues (*Disinger and Roth, 1992*).

The objective of the study was to find out the effects of inclusion on environmental literacy. For measuring environmental literacy, three of its components namely knowledge, awareness and environmentally responsible behaviour were taken into consideration. The present study is a cross-sectional empirical study based on survey research design. The sample (N=80) was drawn from the students with visual impairment studying in classes VII to X (age range 12-20 years) in affiliated schools

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situated in urban and semi-urban areas of West Bengal. The volunteer sample was selected from special educational institutes (segregation of the students with special needs) and the general educational institutes (inclusion of the students with special needs). Three standardized Likert-type questionnaires were presented orally to measure environmental knowledge, environmental awareness and environmentally responsible behaviour.

On the basis descriptive statistics and analysis of mean differences it was found that the respondents studying in general educational institution scored higher in terms of environmental knowledge, environmental awareness and environmentally responsible behaviour than that of special educational institution. But no statistically significant difference was found among the two groups of students belonging to two types of institution regarding environmental knowledge.

This study has highlighted two important issues, one is effectiveness of inclusive education and other is perception of the students with visual impairment in respect of environmental literacy. The study indicated that the students with visual impairment in general educational institution had imbibed the high level of environmental awareness and environmentally responsible behaviour than their counterparts in special educational institution. However, effect of inclusion did not totally impact on environmental literacy as the level of environmental knowledge was found to be almost same among the two types of students. Thus it may be concluded that the inclusive policy launched by policy makers has succeeded to some extent. On the basis of the research findings it may be suggested that the present inclusive policies in education be continued so that the barriers to development of the students with special needs are identified and eventually eliminated.

Key Words : Inclusive Education, Students with Visual Impairment, Environmental Literacy, Environmental Knowledge, Environmental Awareness, Environmentally Responsible Behaviour.

Introduction

The term inclusion, though a very desirable policy in education, is a contested concept and a platform for debate. It is open to wide variety of interpretation and mainly based on politics of differences and identity politics. It is the struggle of marginalized groups for participation along with everyone else leading to their

mainstreaming in the larger society. Inclusive schools, therefore, uphold diversity; give opportunities to acquire knowledge, skills, citizenship behaviour and information to all students. During the last few decades the attitude towards the education of children with special needs has changed dramatically with emphasis on human rights approach. The Government of India had adopted various inclusion related policies consequent to Salamanca Declaration (UNESCO, 1994). It suggested the inclusion as a humanistic policy and advocated that all governments should adopt as a matter of law or policy the principle of inclusive education enrolling all children in regular schools unless there are compelling reasons for doing otherwise. In the background of large scale environmental degradation everyone has to be environmentally pro-active to arrest the impending catastrophe. The students, including those with special needs have an important role to play as they are the future citizens of the country. Agenda 21 (UNCED, 1992) spelt out action plan to address the issue of sustainability. India, as a signatory nation pursues this policy based on her constitutional provision (Article 51-G).

During the last few decades the attitude towards the education of children with special needs has changed dramatically with emphasis on human rights approach. A paradigm shift has been noticeable when right based approach replaced the welfare based approach in the context of education of children with special needs (Centre for Legislative Research and Advocacy, 2008). The concept of inclusion is based on three universally accepted principles which are –

- * Human rights indicating the right to education and play within an ambience of nondiscrimination;
- * Good education implying broad and balanced curriculum, quality education, a positive and vibrant atmosphere for effective transaction of curriculum.
- * And Social development of each child, which ensure that children are able to prepare themselves for life, to participate in collaborative democratic system of governance as responsible citizens of the country.

From the environmental education perspective the various commissions, committee and conference (Stockholm, Belgrade, Tbilisi, Erath Summit and Agenda 20+21 etc) proposed that for the protection of environment every citizen must be involved. On the other hand from the perspective of the education of the students with special needs, various international and national bodies like Dakar Frame Work of Action, Salamanca Conference (Spain), Blwako conference 2000, Action Plan for Inclusive Education of Children and Youth with Disabilities 2005 (India), National policy on Disability 2006, etc. required that the people with disability

must fully participate in the nation building process equally along with normally abled person which again is the lofty ideal of our constitution also (51-A, 29-2).

REVIEW OF RELATED LITERATURE

The policy of inclusion in educational system started around late 1980s. Obviously researches in this area are not yet adequate to know the full effect of inclusion. Inclusion is morally, socially and legally right thing to do but opinions differ regarding its practicability and feasibility. It is not yet clear as to the effectiveness of inclusive education although it is an important element of research within general field of education. The issues of social justice and social inclusion are ingrained in inclusive education. Hence the political theories are more intimately associated with inclusive education rather than psychological or pedagogical aspect. The fragility of researches on inclusive education was mentioned by *Slee* (2001) due to education and disability politics. *Thomas and Loxley* (2007) also argued that inclusive education owes more to political theory than to psychology and sociology.

The researches on inclusive education are based on two premises namely – the rights of the children to be included in the mainstream of education and the proposition that inclusive education is effective (*Lindsay*, 2007). It has been pointed out that there is no clear endorsement for positive effect of inclusion as there is a lack of evidence from appropriate studies. Inclusion is more driven by concern for child's rights. There is need for evidence based approach to identify the mediators and moderators variables that support education of children with disabilities. Despite the inconsistent findings regarding efficacy of inclusive education no studies since 1970s have shown an academic achievement for students with intellectual or other developmental disabilities in separate settings (*Falvey*, 2004) and it has been demonstrated that general education classroom is the optimal place for education.

The rationale of this policy is not only based on democratic or human rights principle but also on the research findings which support that learning is more effective when children with special needs grow up with other children in a normal or general school without being segregated. It has been observed that the students with disabilities in inclusive settings have shown improvement in standardized tests, acquired social and communication skills previously undeveloped, shown increased interaction with peers, achieved more and higher-quality individual educational plan goals, and are better prepared for post school experiences (*Power-deFur & Orelove*, 1996, p. 4). Apart from acquiring academic skill, inclusive classroom situations enable them not only to communicate more effectively with their peers with disabilities, but also to be more supportive of them in daily interactions (*Staub & Peck*, 1994). Inclusion is thus a two way process helping the differently abled students and also typically developing students in mastering social skill.

There is an enormous amount of evidence that providing a person with a sense of belonging is pivotal for that person to excel (Kunc, 1992, p. 30). Inclusive education represents a very concrete and manageable step that can be taken in school systems to ensure that all students begin to learn that belonging is a right, not a privileged status that is earned (Kunc, 1992, p. 38). It may be concluded that students passing out from inclusive system of education are more likely to enter the world of work with superior skills, more likely to get jobs, and generally better prepared to live in their community as adults than their counterparts from segregated schools.

The empirical studies on inclusive education have mainly identified the following factors which account for largest variances. These are the attitude of the teacher towards inclusion, advanced degree of impairment and the range of effective accommodation of different categories of disabilities (Dupoux, Wolman and Estrada, 2005). Many researchers underscored the importance of understanding teachers' attitude and beliefs towards inclusion because positive attitude towards inclusion has been found to be associated with teacher commitment (Forlin and Cole, 1993; Forlin et. al., 1999).

Meta analysis of the researches in this particular area (Ward, Center and Bochner, 1994) revealed that the attitude of the teachers regarding inclusive education varies with nature of disability, educational problems being presented, professional background of the respondents. The research findings show that although the teachers report positive attitude towards inclusive education policy yet they have expressed reservation about including all students (Kochen and Radford, 2012). The studies on inclusion vis-a-vis teachers' attitude identified three types of variables namely the background of the teachers, the current situation of teaching, characteristics of students with disability. The perception of inclusive education has also been found to be moderated by past experiences of the teachers (Hsieh et. al., 2012).

The researches on inclusive education, no doubt, are vibrant and an enthusiastic area of academic scholarship but obviously there is a gap in research integrating environmentalism and education of the children with special needs. The findings include the effect of participation in environment related activities on environmental awareness and action of the students with visual impairment (Sengupta, Banerjee and Maji, 2010), the effect of academic achievement on ecological value of students with visual impairment (Mukherjee and Maji, 2011), identifying factors within the environment related behaviour of these students (Sengupta, Banerjee and Maji, 2012).

Operational Definitions

Environmental literacy : Environmental literacy is an essential skill that should be taught to the students. The components of environmental literacy are competencies in understanding environmental issues and their resolution, positive dispositions towards environment, environmentally responsible behaviour and contextual nature of environmental issues (*Disinger and Roth, 1992*).

Environmental knowledge : The quantum of relevant information along with the understanding (quantitative and qualitative) a person may possess regarding environment is considered as environmental Knowledge.

Environmental awareness : It is the sensitivity to the total environment and it's allied problems. The development of environmental awareness means to understand the environmental problems and to develop critical thinking and problem solving skill in the people.

Environmentally responsible behaviour : By environmentally responsible behaviour it is meant the observable and reported behaviour of the individuals, either done or willingness to do in future, regarding the protection of the environment.

Type of educational Institution : Two types of educational institutions namely general and special were selected. In general institution students with visual impairment are mainstreamed and special institution is only for the students who are visually impaired.

Purpose

The objective of the study was to find out the effects of inclusion on environmental literacy. For measuring environmental literacy, three of its components namely knowledge, awareness and environmentally responsible behaviour were taken into consideration.

Methodology

The present study is a cross-sectional empirical study based on survey research design.

Sample

The sample (N=80) was drawn from the students with visual impairment studying in classes VII to X (age range 12-20 years) in affiliated schools situated in urban and semi-urban areas of West Bengal. The volunteer sample was selected from special educational institutes (segregation of the students with special needs) and the general educational institutes (inclusion of the students with special needs).

Instruments

Environmental Knowledge Scale

Environmental Knowledge scale was developed by *Dr. M Sengupta and Mr. M. Mukhopadhyay* (2006). The outcome of the test designed with specific standard comprising the environmental contents of three main discipline of natural sciences

namely Life science, Physical science and Geography is considered here as environmental Knowledge. The score of this specially designed test can be very valid indicator of the environmental knowledge (quantitative and qualitative knowledge), comprehension and application orientation of students.

Environmental Awareness Scale

The researchers initially used the Environmental awareness scale constructed by Chakraborti and Sengupta (2005). However, the Scale was completely redesigned and modified also standardized and applied in this research. It is a Likert type (3-point) scale comprising 20 statements covering 12 important thrust areas of environmental concern viz. Environmental pollution, conservation of natural resources (e.g. "The river Ganga is so pure that it will never get polluted even if chemical wastes are thrown in it."), deforestation (e.g. "the trees are to be chopped down for the development of industry") etc. Reliability of the scale is 0.71(KR-21) and item validity was also tested by Tetrachoric correlation of each item. Both reliability and validity was found to be adequate.

Environmentally Responsible Behaviour Scale

By environmentally responsible behaviour it is meant the observable and reported behaviour of the individuals, either done or willingness to do in future, regarding the protection of the environment. The factors included were behaviour related to civic responsibility, personal change, individual civic action and cooperative civic action etc. The researchers developed the Likert type (5-point) scale (20 items) having a reliability (KR-21) value of 0.83. The item validity was tested by Tetra choric correlation and the values varied from 0.2-0.8. Face and Content was ascertained by experts. The sample items are 'do you complain to authority if you hear that somebody is falling tree in your area?' "Do you make sure that water taps are turned off after it has been used?"

Procedure

The researchers first contacted teachers, head of the institution, NGO and hostel authority (where students with visual impairment are living). With the help of head of the institution, the researchers contacted students with visual impairment to get permission from them. After the permission was secured the students with visual impairment were interviewed. Before starting the interviews, head of the institution were informed about the objectives of the study and assured their identity will be kept confidential. The students were also similarly assured that the interview will remain confidential. Only interested students with visual impairment were asked to take part in the study. For quantitative approach, in the first phase of the research, three research questionnaires were adapted and standardised. The standardised

tools are then applied for actual research. As the questionnaires were not in Braille form, the researchers read out the items to the students and tape recorded their responses. Approximately a range of thirty minute to one hour was required to interview each student. For this reason students met the researchers after or before the school hours and sometimes at their hostel. The researchers tried to maintain the objectivity as far as possible. For the purpose of quantitative analysis of data, a few selected statistical methods were used. The responses were typed into an Excel program. Data were analysed by using SPSS v.17.

Results and Discussion

For the purpose of quantitative analysis of data, a few selected statistical methods were used. As part of descriptive statistics, Mean and S.D. of different categories were calculated. For testing the significant differences and effect on different sample group's t-test were used.

Table 1 : N, Mean and S.D. of the scores of environmental knowledge, environmental awareness and environmentally responsible behaviour of students with visual impairment studying in general and special educational institution

Variables	Types of Institution	N	Mean	S.D.
Environmental knowledge	General	27	56.259259	5.6472770
	Special	53	55.471698	6.2005080
Environmental awareness	General	27	73.629630	7.8453717
	Special	53	68.509434	9.0460842
Environmentally responsible behaviour	General	27	73.07407	6.4862335
	Special	53	68.26415	9.110752

From the table 1 the mean scores for environmental knowledge (mean=56.259259, S.D.= 5.6472770), environmental awareness (mean=73.629630, S.D.= 7.8453717) and environmentally responsible behavior (mean=73.07407, S.D.= 6.4862335) of the students in general educational institution is higher than that of special educational institution [environmental knowledge (mean=55.471698, S.D.= 6.2005080), environmental awareness (mean=68.509434, S.D.= 9.0460842) and environmentally responsible behavior (mean=68.26415 , S.D.= 9.110752)].

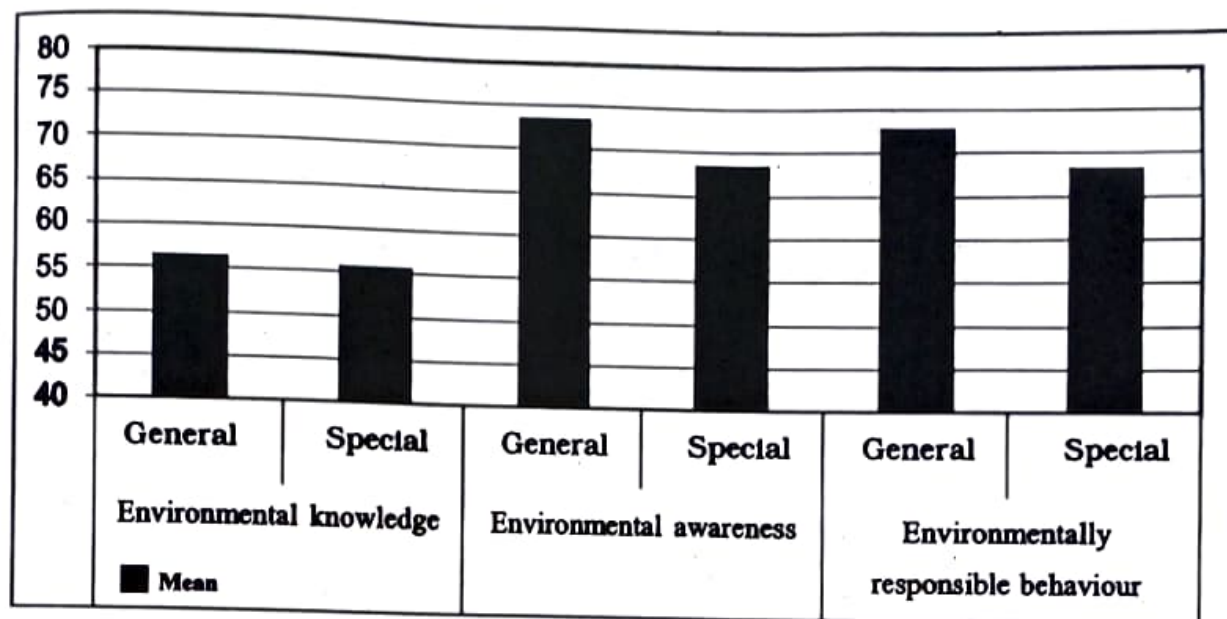


Figure- 1: Graphical representation of Mean and S.D. of the groups considered for environmental knowledge, environmental awareness and environmentally responsible behaviour

Table-2: Difference in environmental knowledge, environmental awareness and environmentally responsible behaviour scores of students with visual impairment regarding two types of educational institution (general and special)

Variables	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Environmental knowledge	0.553	78	0.582	0.7875611	1.4237959	-2.046998	3.6221210
Environmental awareness	2.499	78	0.015	5.1201957	2.0486200	1.0417065	9.1986848
Environmentally responsible behaviour	2.443	78	0.017	4.8099231	1.9691676	.8896116	8.7302346

From the Table-2, it is evident that there is significant difference in the two groups (general and special educational institution) in environmental awareness ($t\text{-value} = 2.499, P < 0.01$) and environmentally responsible behaviour scores ($t\text{-value} = 2.443, P < 0.01$). But no statistically significant difference exist in the two groups of students belonging to two types of institution regarding environmental knowledge ($t\text{-value} = 0.553, P = 0.582$).

CONCLUSIONS

This study has highlighted two important issues, one is effectiveness of inclusive education and other is perception of the students with visual impairment in respect of environmental literacy. The study indicated that the students with visual impairment in general educational institution had imbibed the high level of environmental awareness and environmentally responsible behaviour than their counterparts in special educational institution. However, effect of inclusion did not totally impact on environmental literacy as the level of environmental knowledge was found to be almost same among the two types of students. Thus it may be concluded that the inclusive policy launched by policy makers has succeeded to some extent.

The good practices further encompass appropriate teacher training for general school teachers, accessible schools, child friendly curriculum, appropriate teaching methodology and evaluation system and of course development of partnership with families and community. Despite the apparent success of inclusive education policy in India a few impediments are to be addressed –

- ❶ Inclusive education has mostly been implemented in big cities or district head quarters neglecting the rural areas where poverty and disability are interrelated.
- ❷ There is an absence of consistent data on magnitude of educational status of children.
- ❸ A large number of disabled students and fewer numbers of teachers.
- ❹ Family ignorance regarding inclusion

The government of India has supported and introduced a number of programmes which amply prove the official support to policy of inclusive education. Mention should be made of Integrated Education for Disabled Children as early as 1974, National Policy of Education, 1986, Rehabilitation Council of India Act 1992, District Primary Education Programme 1994 and the ultimate important programme of Sarva Shiksha Mission. However, policy researches in this respect had reported

sporadic policy implementation along with several institutional and attitudinal constraints (Singhal, 2005), corruption in the form of budgetary allocation for nonexistent schools (Alur, 2002) and borrowing inclusion related concepts from Western countries instead of engaging with Indian scenario (Singhal, 2005). There is no doubt that the policy of the Government of India is praiseworthy in ushering inclusive education in its system of education. But in order to predict success in this respect it is necessary to identify the good practices like –

- ⊛ Creating inclusive culture which implies developing knowledge, skill and attitude of teachers, parents and policy makers.
- ⊛ Producing inclusive policy that is implementing enrolment policy.
- ⊛ Evolving inclusive practices which include teacher training programmes (Booth et. al 2001).

LIMITATIONS

Although rigorous research method was followed in this study yet there are some limitations which are mentioned below –

- ⊛ The sampling should have been more rigorous and larger in size.
- ⊛ The sample should be wider in scope including students with other special needs like hearing impairment giving the study a broader perspective.
- ⊛ It did not investigate the effect of other factors like positive dispositions towards environment, contextual nature of environmental issues etc.

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SECOND LANGUAGE ACQUISITION : IMPORTANCE OF EXTENSIVE READING

*Dr. Malayendu Dinda**

Abstract

Reading is an important skill for acquiring a second language. Some linguists and psychologists believe that there is a difference between learning and acquisition in the sense that acquisition is natural while learning is artificial. Reading, especially extensive reading is helpful in acquiring a second language because it provides pleasure and learning to the children at the same time. In this article reading at the primary level has been stressed. So it starts with reading associated with word perception and then intensive and extensive reading. This article suggests some ways of dealing with extensive reading and its importance in the context of second language acquisition.

Key Words : Reading, Intensive reading, Extensive reading, Critical period hypothesis, Second language acquisition (SLA).

Introduction

A child learns its mother tongue or its first language informally –without the benefit of classroom, textbooks, or a teacher. It is learnt naturally and spontaneously : the child is never aware of the fact that it is learning something.

But there comes a stage when the child is required to learn a new language, which may be a second or a third language as a part of a formal education. This means that there has to be an exposure to an altogether different kind of learning situation : to a classroom, a teacher, and textbooks. In many ways, this is an artificial situation in which a child has to learn a language. The question is : how

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closely can this artificial situation be made to resemble the natural situation in which the first language is learnt?

It is important, therefore, to distinguish between language acquisition and language learning, between the natural, inevitable process and the artificial, forced process that operates in the classroom. This distinction is made by Krashen who refers to *acquisition* as the *unconscious imbibing of language*, and *learning* as the *conscious learning of the rules of grammar*.

There are similarities as well as differences between first language acquisition and second language learning. Still, we could learn a lot about language learning by observing children acquiring their mother tongue. Children are very successful and master their mother tongue by the age of three or four. They enjoy learning and feel no strain at all. Now the question is: Is this true for a second language also? Then what is the appropriate age for the introduction of a second language?

Perspectives on Appropriate Age for Introducing Second Language :

The question of appropriate age for second language acquisition is a debatable and irresolvable issue. In fact, when should we introduce a second language in formal education?— is a question that poses the greatest challenge to the government as well as the educational planners. In the field of ELT this issue is addressed in a hypothesis called 'Critical Period Hypothesis' (CPH). CPH refers to a theory which proposes that in child development there is a period during which language can be acquired more easily than any other time. according to the biologist Lenneberg, the critical period lasts until puberty (around age 12-13years) and is due to biological development. Lenneberg suggested that language learning may be more difficult after puberty because the brain lacks the ability for adaptation. This, he believed, was because the language functions of the brain have already been established in a particular part of the brain, i.e. 'cerebral dominance' or 'lateralization' in the brain has already occurred by this time. (We should remember that the left hemisphere is mainly responsible for controlling language and Broca's area in left hemisphere is an important area involved in speech where as Wernicke's area is thought be involved in understanding language. However, the exact role of these two areas in language is not yet fully understood. More researches are being conducted on this subject.)

In reality, neurobiologists and cognitive scientists are divided in two groups: 1. The younger the better, and 2. The older the better. The former believes that language learning [native-like L2 proficiency] is easier when one is young. For

example, in case of a family who emigrates to a country whose language they do not know, everybody will agree that a 5/6 years old boy will attain better native-like L2 proficiency than his 35 years old father. The latter group implies that anybody who has taught a foreign language to different age groups knows that a 5/6 year-old pupil is likely to make much less progress in a language course in a formal setting than a more mature learner of 12 or 22 (or even 45) years of age. It should be kept in mind that 'critical period hypothesis' of language acquisition actually concerns learning that takes place in naturalistic SLA context rather than formal learning. There are researchers who believe that at a certain phase in most children's lives appropriate language input will lead to native like proficiency/fluency where as the absence of the right input at the right time 'closes the door' forever in most people's lives and only allows the attainment of limited L2 proficiency later. With regard to the actual time when the 'door closes' practically every age has been mentioned between 5 and 13 (puberty) and sometimes even later, up to 16-18. For instance, Chomsky wants to introduce L2 as early as possible because, he believes, every human brain is pre-wired or pre-programmed (refer to his 'Innateness Hypothesis') and language teaching can be started at the earliest. Not only that, he believes, a child has immense capacity to process linguistic inputs and a child can learn two or three languages simultaneously. Thus, he is against those who advocate that a second language should be introduced only after he has mastered the structures of his mother tongue. There are others who believe that the entry point for learning/acquiring a second language is Class V or VI (10-11) years of age). These relatively advanced students have achieved mastery over the structures of his L1 and he can profitably use it in acquiring a second language. For all these reasons, now it is believed by many that any mention of a 'period' is inappropriate and the linear relationship between age of onset of language learning (usually referred to as 'age of onset of acquisition' or AoA) and L2 attainment can be best captured by the more general term 'age effect'.

In this context, we can think of the entry point of introducing English in West Bengal. With the introduction of Functional-Communicative Approach (The Learning English Series Textbooks) in 1984 the entry point of English, it was decided, to be Class VI (11 years). In 1991, the Ashoke Mitra Commission suggested that English should begin from Class V (10 years). Again in 1998, the Pabitra Sarkar Commission recommended to introduce English from Class III (8 years), or to be more correct, from the second half of Class II (7 years) by just developing the learners' listening skill. At present on public demand, the entry point of learning English is Class I (6 years).

Listening and reading are the two most important skills for acquiring a language, especially a second language. In this paper I will deal with reading, especially extensive reading as a process that helps acquisition of second language. Extensive reading for language acquisition should be adopted at the primary level.

Reading at primary level

At the primary level, second language acquisition begins with listening and reading. In case of reading, we have to begin by teaching the students how to recognize letters and words. So let us now discuss the different methods that can be applied to teach our students how to read English.

Let us think about the process of instant word recognition. Words are recognized on the basis of their shape and appearance. This is called pattern perception. For example, in reading the word 'woman', we would barely notice the 'o' in the first syllable which is pronounced as /ɪ/ as in 'whim'. The printed word 'woman' is a gestalt (sight vocabulary) – like total stimulus that immediately calls to mind the spoken word that corresponds to it.

Such 'sight' recognition is correlated rather highly with the frequency of use. Word-perception is a skill that depends upon the amount of practice and exposure.

The main methods of teaching the learners how to read the script are the *alphabetic method*, the *phonic method*, the *word and sentence method*. But the growing emphasis upon the importance of individual differences has led to the emergence of the *language experience approach* and *individualized reading*.

The alphabetic method : In this method the children are taught the names of the letter of the alphabet -a 'ay', b 'bee' c 'see', etc. – and when they see a new or unfamiliar word, e.g., *bag*, they repeat the letter names. 'bee ay gee'. It is thought that this 'spelling' of the word helps the child to recognize it. By constant repetition of letter-names, the learner becomes familiar not only with the form and name of individual letters but also encounter certain letter-strings and letter-clusters, which are the component parts of many words.

It is necessary for the learners to differentiate between the different letters of the alphabet as well as between the capital and the small letters. Therefore, children need plenty of experience in playing with the letter forms, so as to become familiar with their shape and learn the correct orientation. Different ways of introducing letter forms are :

- tracing around wooden/plastic letters;
- feeling cut-out letter forms on paper or card;
- matching small letters in one column with capital letters in another column;
- acting out letter-shapes so that the memory of the shape is firmly implanted.

The Phonic method : In this method the children are taught to recognize the relationship between letters and sounds. They are taught the sounds which the letters of the alphabet represent, and then try to build up the sound of a new or unfamiliar words by saying it one word at a time. This is based on the observation that letter sounds are never produced singly but in the context of words, and that usually the positioning of the letters determines its particular sound. This method tends to be a synthetic process in that it initially concentrates on parts of words which are later combined into whole words. Generally the learners are introduced to a consonant - vowel combination since consonants cannot be accurately sounded except with a vowel. An example of such a combination is c - at or ca - t. If the stem is familiar to children they can build many new different words. This area is dealt in detail in a subject called 'Phonics'. The different phonic methods are discussed below :

The teacher may introduce pictures of apple, elephant, India, ostrich and umbrella so that the children are familiar with the short vowels sounds through this use of key pictures. These key pictures carry a phonic clue which provide information about the beginning letter's sound and not its name. This is followed by more pictures of a *squirrel*, *monkey*, *fox*, *rabbit*, *goat*, *hear*, *tiger*, *pig* and *dog* to illustrate the more common sounds of the consonants s, m, f, r, g, b, t, and d. Once the short vowel sounds and the sounds of the 10 consonants are learned, they are blended together, first into syllables (su, so, sl, se, sa) then into words (*sun*, *sob*, *sit*, *set*, *sat*). These initial exercises are followed by sentences such as "Sam sat in the sun." "The sun is good for Sam". This is a deductive method.

Another way of practising the phonic method is to introduce a small sight vocabulary, and then to compare these words for similarities and thus extract certain phonic generalizations. Thus if a child knows *my*, *mother*, *must*, and *me*, he is ready to make generalization regarding sounds of the consonant m. Teachers use this approach to play games like 'I spy' or 'I went shopping' (I bought butter, bananas and biscuits). This encourages them to collect words with same initial sound. They may also collect similar words with different sound.

Another useful word game is to experiment with the word's head, body and tail, by rearranging them to produce new words. Thus *fan* can become *fat*, *bill* can

become *bell*. New words may be made out of the old – *star* can turn into *rats*. These games, however, appeal to bright students who enjoy studying the structure of words and experiment with them in a trial – and – error way.

The Word method : This method emphasizes the shape or the configuration of a word. Therefore this method is also called *look-and-say*. The basic idea is the importance of the *whole*, the *total form*, the *word-pattern*. If whole words are presented to the children, they will see the difference between words on the basis of length and the shape or configuration of words and then easily be able to recognize words using such clues.

Sentence Method : The sentence method is an extension of the word method in that it emphasizes the importance of comprehension but uses the sentences instead of the word as the unit of meaning and tends to attach less importance to letter-names or sounds. This method makes use of reading material from the beginning which is characterized by a group of words that make sense. As with the word method, the context is used as an aid to recognize unfamiliar words. It is hoped that the use of continuous prose leads the children to reading more fluently and rapidly. Many teachers often use both methods – i.e., starting with the words and proceeding to the sentence. Flash cards and matching devices are often an important part of the procedure. The word flash is usually applied to cards with a single word or sentence rapidly presented to children so that they are discouraged from looking at the letters in words, or worse in a sentence as an aid to recognition. Through this practice, they are encouraged to recognize at 'a single glance' a familiar word or a short, easily understood sentence.

The use of matching devices may proceed through a series of development tasks, such as :

- a) matching two pictures of an object;
- b) observing the picture with its appropriate word label;
- c) matching separate word and picture cards;
- d) matching word and word – no pictorial clue, moving away from the concrete level;
- e) then the stages b – d may be repeated using a sentence or group of words in place of a single word label.

The Language –experience' approach : This approach believes that individual children or groups of children have different experiences and the teacher

encourages them to share their experiences with the whole class. Sometimes the experience is initiated by the teacher and the children are led to talk about what they have been doing. The teacher and children write these oral expressions on the blackboard or in individual news books or class books. Illustrations to accompany the children's words or phrases are added by the pupils. The children then read the material and become familiar with the words or phrases. Sometimes the teacher duplicates the sentences and phrases and then these are matched starting with the whole sentence or phrase and proceeding to the individual words in the original 'news' or story in order to develop 'sight' vocabulary.

In this approach, emphasis is placed on experience as a basis for learning, and the reading materials are based on the child's own language. A popular variation is the practice of teacher encouraging children to draw pictures of their interests or 'news', the teacher then writing at the child's dictation the appropriate caption. It is believed that during the recording process, the children will observe the relationship of speaking to writing and reading. Discussion about the captions leads to pupils learning about sound and symbol, the alphabet, repetition of words and symbols, punctuation and sentence meaning. Later the child writes his own reading material which the teacher may edit. At this stage he will need formalized spelling instruction and vocabulary development; he may be encouraged to make his own 'word file' or record new words; in alphabetic order in a dictionary of his own compiling. Eventually he uses more formal published materials.

It should be noted that this approach includes at various stages, emphasis upon sentences, words, letters and letter-sound correspondence. It proceeds from the ego-centric stage of the child's cognitive development to a growing interest in other people. To this extent, it is a balanced programme but it demands from the teacher some form of recording of individual children's vocabulary growth and diagnosis of their progress in phonic knowledge. But it is not an easy approach in large classes

Intensive & Extensive Reading : We need to distinguish two kinds of reading described traditionally as **intensive** (sometimes called **reading for accuracy**) and **extensive reading** (sometimes called **reading for fluency**). The labels indicate a difference in classroom procedures as well as a difference in purpose.

Intensive reading : It involves the learners working through a relatively short passage under the guidance of the teacher and examining it closely and in

detail. The aim is to arrive at a detailed and thorough understanding of the text. Material for intensive reading is chosen with view to developing the student's power of judgement and discriminative reasoning of interpretation and appreciation. Students learn to scan for information, to read with careful attention and concentration, and to extract the major ideas and arguments. Attention is also paid to the logical development of ideas and style in writing.

Extensive reading : It involves reading in quantity without bothering to check every unknown word or structure. Our main purpose of extensive reading is to train them to read fluently in English for their own enjoyment and without the help of a teacher. Students are encouraged to read widely on subjects which interest them personally (art, games, literature, politics, society, science, etc.) and share what they have enjoyed with their fellow students.

Extensive reading should play an important part in the process of second language learning for several reasons. First, it is an activity that can be carried out by the students on their own, outside the classroom because it provides valuable reinforcement of language already presented in the classroom as well as gives students useful practice in skills such as inferring meaning from the context when structures and vocabulary are not familiar. Besides, class time is limited and the amount of reading needed to achieve fluency and efficiency is very great. So extensive reading is necessary. Moreover, it may be the only way in which a student can keep contact with English after he has completed the course.

Furthermore as extensive reading is, or should be, reading for pleasure on topics that interest the students, it increases their motivation and gives them a more positive attitude towards the target language.

After completing a course in intensive reading, a student should be able to :

- (a) skim a passage to identify the topic, the central theme, and other general ideas and information to ensure that he reads only what is relevant.
- (b) scan to locate specific details or items of information.
- (c) grasp the meaning of words and phrases in context, and interpret, idiomatic, figurative, and other non-literal uses of language.
- (d) understanding the meaning of punctuation.
- (e) understanding rhetorical organization of a text and make use of his/her understanding interpretation a complex message.
- (f) recognize and discriminate between facts, beliefs, judgements, opinions, hypotheses, and expressions of bias, probability, uncertainty, tentativeness.

- (g) understanding the relation between sentences and clauses in a text by making use of the reference system, discourse markers, etc.
- (h) understanding logical relationships between sentences and parts of a text such as cause and effect, general and specific, pros and cons, generalization and supporting details, etc.
- (i) make inferences and form generalizations based on a text and justify them with evidence from the text.
- (j) make use of non-text information (e.g. diagrams, graphs) to supplement textual information, thereby increasing his understanding of the text.
- (k) select information from text and use it for a particular purpose (e.g. presenting it in note form, presenting arguments for or against a proposition, taking part in role-plays, discussions, etc.)
- (l) match his expectations based on his own knowledge, experience, and imagination with the writer's assumptions, etc. and recognize the similarities and differences between the two.
- (m) locate the source of misunderstanding in a text and handle it.
- (n) evaluate the ideas, arguments, etc. developed in a text, the author's point of view or tone, and style.

Type of Reading Comprehension :

Read and supply (words, phrases)

Read and eliminate (words, phrases and sentences)

Read and select (multiple choice, alternative type questions)

Read and draw (diagrams, pictures, flowcharts, graphs)

Read and act (role play, actions, gestures)

Read and match (actions, pictures, phrases, sentences)

Read and label (diagrams, pictures)

Read and rearrange (words, sentences, flash cards, pictures)

Read and describe (situations, events, people, places, procedures)

Reading from authentic sources beyond text books :

Reading large amounts of prose for enjoyment and general comprehension (sometimes termed *sustained silent reading* or SSR) can aid in developing both identification and interpretation skills. At appropriate levels, students can appreciate reading simplified texts; "readers" which are available from a number of publishers including Harper Collins, Longman, Macmillan, Oxford University Press, Prentice Hall etc. In some reading programmes extensive reading is handled through a

reading lab. Students sign out one book per week, for example, and write a brief written report. Some curricula allow class time to be set aside for extensive reading. For example, students can spend one class session per week simply reading *Dialogue Journals* in which students and teachers write back and forth sharing reactions to a book can facilitate integration of reading and writing. Another approach is the *double entry or dialectical notebook* in which students copy passages that have particular significance to them in one column and write their reactions in another. A variation is for students to write reactions to readings in one column and their reflections on these reactions in the other. It is important that journals not be graded or corrected. Extensive reading and free writing require that students read and write without fear of evaluation.

Benefits of extensive reading :

1. Improves comprehension skills;
2. develops automaticity;
3. enhances background knowledge (both content and formal);
4. builds vocabulary and grammar knowledge;
5. improves production skills (speaking and writing);
6. promotes confidence and motivation.

Approaches to extensive reading :

1. Students read as much as possible, perhaps in and definitely out of the classroom.

2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.

3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.

4. The purpose of reading are generally related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the student.

5. Reading is its own reward. There are few or no follow-up exercises after reading.

6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.

7. Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.

8. Reading speed is usually faster rather than slower as students read books and material they find easily understandable.

9. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.

10. The teacher is a role model of a reader for students – an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

11. Reading is a means to an end – a summary, book report, discussion, and so on.

12. Students are given freedom to choose and responsibility to find materials.

13. Reading materials may be entirely self-selected or partially chosen by the teacher.

14. Most reading is done outside of class without peer or teacher help.

15. The goal of reading is comprehension of main ideas, not every detail or word.

16. The quantity of reading required precludes fixating on detail or translating into L1.

17. Activities may include reading several texts on the same topic– readers "will bring more background knowledge to each new text they read".

18. All materials are authentic texts, with no accompanying exercises.

As I have told earlier, reading beyond text means extensive reading. In extensive reading generally students can select the topics or areas of their choice. Materials may be anything and everything under the sun for L2 learners. for them teachers prefer the following categories/genre :

1. language learner literature (simplified version of literary and other texts)
2. children's literature
3. magazines
4. newspapers
5. comic books
6. young adult novels
7. translations of works from students' L1.

Conditions for extensive reading :

1. Provide time for extended silent reading in every class session, even if it only involves reading from the textbook.
2. Create opportunities for all types of reading.
3. Find out what students like to read and why.
4. Make interesting, attractive, and level-appropriate reading materials available.
5. Build a well-stocked, diverse class library with clear indications of topic and level of difficulty for each text.
6. Allow students to take books and magazines home to read, and hold students accountable for at-home reading in some simple way.
7. Create incentives for students to read at home.
8. Have students share and recommend reading materials to classmates.
9. Keep records of the amounts of extensive reading completed by students.
10. Seek out class sets of text (or at least group sets) that everyone can read and discuss.
11. Make use of graded readers, provided that they interest students, are attractive, create sufficient challenge, and offer a good amount of extensive reading practice.
12. Read interesting materials aloud to students on a consistent basis.
13. Visit the school library regularly and set aside time for browsing and reading.
14. Create a reading lab and designate time for lab activities.

The key to learning a second language and developing proficiency in that language is extensive reading. A student must read extensively on a regular basis in order to develop fluency in reading.

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Emblem of the Ramakrishna Mission

The wavy waters in the picture are symbolic of karma; and lotus, of Bhakti; and the rising-sun, of Jnana. The encircling serpent is indicative of Yoga and the awakened Kundalini Shakti, while the swan in the picture stands for the Paramatman (Supreme Self). Therefore the idea of the picture is that by the union of Karma, Jnana, Bhakti and Yoga, the vision of the Paramatman is obtained.

– Swami Vivekananda