

### Unit-III

#### Educational Demands of Individuals Diverse Communities

##### Universalisation of Elementary Education in India Meaning :

Article 45 of the Indian Constitution states it is the endeavour of the state to provide free and compulsory education to all children from age 6 to 14 and this should be realised within 10 years from the commencement of the constitution.

##### Five aspects of Elementary Education

###### 1. Universalisation of Provision

The adequate school facilities should be provided to all children between age group 6 to 14 in the country. Primary school should be set up within 1 km from the habitation of the child.

###### 2. Universalisation of enrolment

All 5 year old children should be compulsory enrolled in class first of primary schools.

###### 3. Universalisation of Retention

Enrolling of children in school is not enough for universalisation. Children must remain in school stage till the completion of school study.

###### 4. Universalisation of participation

The community is also responsible for identifying its own needs ensuring the implementation of the UEE programme.

###### 5. Universalisation of Achievement

The outcome of the education is to be based on MLL (Minimum Level of Learning)

##### Reason for not achieving the goal

###### 1. Economic factor

Due to their family situation children are forced to earn money and increase their family income.

###### 2. Ignorance of Parents

Uneducated parents do not realise the importance of education and hence they do not care to send their children to school. This is the main obstacle of the parents.

###### 4. Communal and Ethic Barriers

Some group of the people do not show any interest in getting their children education.

###### 5. Obstacles due to Social and Religious practices

Some section of Hindu and Muslims do not allow the girls to send their children to attend schools.

###### 6. Educational Reasons :

Wastage and stagnation are the twin problems, because schools are deviated from practical life students do not get attracted towards schools.

Programmes to achieve universalisation of education :

SSA- Sarva Siksha Abhiyan

It means the education for all movement referred to as "Each one teach one". It was launched in the 9<sup>th</sup> five year plan (1997-2002). By 86<sup>th</sup> amendment of the constitution of India making free and compulsory education to children of age 6 to 14- a fundamental right .

The scheme is executed in India under the head of direct supervision of I.A.S officer.

Aims of SSA:

To achieve the goal of universalisation of primary education to the age level between 6 to 14yrs.

Objectives of SSA:

1. All children of age 6-14 in schools /education guarantee centres /bridge course by 2003.
2. All children of age 6-14 to complete five-year primary education by 2007.
3. All children of age 6-14 to complete eight years of schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.

Activities:

1. Enrolement of all school –age children in schools.
2. Stop- drop outs.
3. Providing quality Education.
4. Appointing at least two teachers in each school.
5. Through village education committee, building new schools or repairing old damages buildings.
6. Allotting Rs.10,000 to SSA primary schools for purchase of teaching learning materials. 7. Allotting Rs.50,000 to SSA up graded middle schools to purchase of T.L.M
8. Allotting Rs.5000 per year to each school.
9. Giving 20 days in-service training to each teachers.
10. Giving 2 day training to community leaders regarding school activities.
11. Providing integrated education to the physically handicapped children.
12. Setting up block resources centres.

RUSA – Rashtriya Madhyamik Siskha Abhiyan

Aim To improve quality education to all the children in the age group 14 to 18

To achieve the aim the following steps should be taken

1. There should be secondary school within a radius of 6 Km and a higher secondary school within 7 to 10 Km of every habitation.

2. 100% enrollment of this age group 14 to 18 should be achieved before 2017
3. By the year 2020 all that who joined secondary schools complete the course. There should be no drop outs.

Objectives:

1. All secondary schools should have the prescribed infra structure facilities
  2. Establishing residential school in tribal areas.
  3. School management should provide transport system for the benefit of staff and student
  4. No child should be dropout because of the gender ,socio economic factors
- RUSA (Rashtriya Uchchar Siksha Abhiyan :

It is meant for Higher Education

Aim: To set up new universities and upgrade existing autonomous college to Universities.

Objectives:

1. A new central organisation will be created to suggest introduction of reforms in higher education
2. It will provide help towards greater autonomy for state Universities and also introduce examination reforms.

Functions of RUSA :

1. Up grading selected Universities to achieve international standard.
2. Permitting to open new universities.
3. Upgrading full fledged degree colleges into model colleges.
4. Creating state council of higher education.

Salient features of RUSA :

1. Vocational education also included in RUSA
2. To give Faculty improvement programmes as an part of the scheme
3. Vocational education also been included in RUSA
4. It promote healthy competition among the state and institution

Integrated Education:

Integrated teaching and learning processes enable Children to acquire and basic skills in all the content areas and to develop positive attitudes for continued successful learning throughout their education.

It is implemented by National policy of Education in 1986. Integration education is the process of normal children and disabled children sitting together in the same class. The Special teacher will take care of disabled children into the resource room.

Features:

1. It does not create a feeling of differentiation among disabled children.
2. It helps to remove inferiority complex among disabled children.
3. It provides peer group help in learning from normal children.
4. It provides disabled children a chance to enjoy school life with normal children.
5. It develops social integration.
6. It includes affection, love and respect for disabled children among normal children.
7. Disabled children get motivated by normal children for learning.

#### Inclusive Learning:

Normal children and disabled children are in same class. same teacher will take care both of them. In case of disability is more they send to the special schools.

The main features of Inclusive Education is that teacher organises the classroom with the scope of heterogeneity in the classroom. It values the diversity, each child brings to the classroom and facilitates all with equal opportunities to learn and grow.

#### Objectives:

1. Education to all
2. Protection for educational right.
3. Developing social attitude.
4. School is a role model to the society.

#### Principles:

1. No diversity among students.
2. Equal rights in education to all.
3. Formal planning is required.
4. Special infrastructure trained staff, special curriculum is required.
5. Special classrooms are designed according to their needs.

#### Challenges in achieving universalisation of Education:

##### Wastage or dropout:

It is defined by the Hartog committee as the premature withdrawal of a child before he completes the primary education.

##### Stagnation:

According to the Hartog committee it refers to the retention of a child in any class for more than a year.

According to the Parulekar's statement is "schools are meant for teaching and not for pushing them out by labelling them as failure.

#### Reasons:

According to Kothari commission's report many a reason is responsible for wastage and stagnation to take place in primary education.

1. Heterogeneity of the age –composition of I standard students.
2. Permitting the admission of new students right through the year.
3. Irregularity in attendance.

4. Lack of infra structure facility.
5. Over-crowded classes.
6. Unsuitable curriculum
7. Not using play way method of learning in classroom by the teachers.
8. Appointed of teachers why are not well trained in handling primary school children.
9. Presently adopted faculty examination system.

According to Naik:

i) Economic factors:

The reasons for wastage in primary education 65% are related to economic conditions. To increase their family income, they are sending their children to as a child labour most of the parents stop their children before they complete the primary education.

ii) Social factors:

1. Conducting marriage for girls at a very young age.
2. Purdha system among the women
3. The females are only take care of the domestic chorus of the family . so the percentage of wastage found among the girls particularly in the rural areas.

iii) Educational factors:

1. A large no .of schools are not fully equipped to offer both lower primary(I-V) and upper primary stages of elementary education.
2. Pupils who fail in any of the class during the primary stage of education do not want to continue their studies.

Education for collective and peaceful living :

1. True thought of human being is literature. The growth of society-thought by dickens, goekey, Tolstoy, tagore- introduce to the students.
2. Language – give importance to learn other country language.
3. The root cause of the development of human society is science students must realise this concept.
4. Through history and geography , teach culture, habit of the people in different areas.
5. Teach about citizenship education, which brings them human values.
6. Place the photograph of leaders , scientist those who worked for world peace, etc...
7. Celebrating the important days of the international level.
8. Organising friends club.
9. Invite educational expert from other countries for a talk.
10. Reading import programme in the class.
11. Introducing the habit of collection of different countries stamp, coins among the students.
12. Place the world level – magazine in the library (eg) world book , Britanic, world book etc...
13. Participating international seminar , camp, workshop etc..
14. Inculcating human values among students.

Delor's commission report:

The Delor's Report was a report created by the Delor's Commission in 1996. It proposed an integrated vision of education based on two key concepts, learning throughout the life and the four pillars of learning, to know, to do, to be and to live together.

The four pillars of Education for the 21st century that Jacques Delor's (2001) refers to UNESCO, in the form of a report.

According to this report curriculum contains mainly four aspects.

1. learning to know
2. learning to do
3. learning to live together
4. learning to be

Learning to know:

It involves the development of knowledge and skills that are needed to function in the world. The skills include questioning, observation power, understanding, collecting information etc... Remembering what they have learnt through activity and experience.

Learning to do :

Acquired knowledge is applied in the appropriate situation skill is important in all activities.

Learning to live together:

It involves the development of social skills and values such as respect and concern for others social and inter-personal skills. Self analysis , self respect, self identify, self control , emotional control, problem solving skill, decision making, language fluency these are the skills important for a human hiring to live together.

Learning to be:

Education plays a important role in developing personality of an individual. In this education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

The idea of the integrated approach to Education reflected in the four pillars of learning has had significant influence on curriculum development.