



UNIT 3

LESSON-5

EDUCATIONAL DEMANDS OF INDIVIDUAL AND DIVERSE COMMUNITIES





CONTENT

Universalisation of Primary Education

Sarva Siksha Abhiyan (SSA)

Rashtriya Madhyamik Siksha Abhiyan (RMSA)

Integrated Education

Inclusive Education

Four Pillars of Education as Viewed by Delor's
Commission Report

Universalisation of Primary Education

Meaning of "Universal Primary Education"

The constitutional directive of providing universal primary education implies the following:

- i) Primary education of 8 years should be made free to all children.
- ii) All 5 year old children should be compulsorily enrolled in Class I of primary schools.
- iii) Primary education should be made compulsory; all children of age 6 to 14 should go to school.
- iv) Children admitted in Class I should be retained in schools till they complete Class VIII.

Challenges in Achieving Universal Primary Education

1. Economic Factors

Due to utter poverty particularly in the rural areas, young children are forced to take up petty jobs as domestic servants or menials to augment their family income. When Rajasthan government directed the imprisoning of those parents who fail to send to schools their children of school-going age (viz. 6 to 14 years), many parents preferred to go to jail rather than sending their children to schools.

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. Parents' ignorance is reported as the main obstacle in getting children admitted in primary schools.

3. Communal and Ethnic Barriers

Some of the tribal people and ethnic groups like 'Narikoravas' do not show any interest in getting their children educated. Religious minorities also do not show interest in education.

4. Obstacles Due to Social and Religious Practices

Some sections of Hindu society do not allow the girls to attend schools once they attain puberty. Muslims do not care to send girls to schools.

5. Geographical Locale as 'a Barrier

The localities where pupils reside, also prove to be a barrier to get access to primary education. Children hailing from hilly areas, drought prone regions and remote rural villages do not attend schools as most often no school is available in those areas.

6. Educational Reasons

School education appears to be uninteresting and divorced from practical life; pupils do not get attracted towards schools.

Efforts Taken to Provide Universal Primary Education

1. Expansion in Primary Education

In 1947, at the time of independence, there were only 173 thousand primary schools in India. But it has increased to about 840 thousand in 2015.

2. Enrolment of Pupils

Number of pupils enrolled in primary schools has multiplied in manifold as compared to that at the time of independence.

3. Useful Curriculum and Interesting Methods of Teaching

Today emphasis has been given in the curriculum to include all those meaningful experiences of children which are related to their immediate needs and living conditions.

4. Special Focus on Education of the Children from the Weaker Sections of the Society

As per Article 46, children belonging to the weaker sections of the society are provided with liberal grant of scholarship, financial assistance, free text books and dress materials for school uniform, free stay and boarding in hostels etc. In order to motivate them to get educated and advance economically.

5. Student Welfare Schemes

Free nutritious noon-meal scheme, free transport, free text books, stationeries and uniforms and free medical facilities are provided to the students.

6. Priority to Girls' Education

Campaigns are being conducted emphasizing girls' education

Sarva Siksha Abhiyan (SSA)

The English equivalence of S.S.A is "The Education for All Movement", which is sometimes referred to as 'each one teach one'. It is a flagship programme of India, launched during the Ninth Five Year Plan (1997-2002), for achieving Universalisation of Elementary Education (UEE).

Aims of SSA

- (i) To achieve the goal of universalisation of elementary education of satisfactory quality by 2010.
- (ii) To bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Objectives of SSA

- (i) Admitting all children in school, Education Guarantee Centre or Alternate School by 2003.
- (ii) Ensuring that all children complete five years of primary schooling by 2007.
- (iii) Ensuring that all children complete eight years of schooling by 2010.
- (iv) Focusing on providing elementary education of satisfactory quality with emphasis on education for life.

Operational Strategies of SSA

- (i) Opening new schools in those habitations which do not have school facilities.
- (ii) Providing 'School Improvement Grants' to strengthen the existing school infrastructure
- (iii) Providing additional teachers to existing schools with inadequate strength of teachers.
- (iv) Enhancing the capacity of the primary school teachers through extensive in-service programmes.

Funding for SSA Project

- The State Governments will have to maintain their level of investment in elementary education as in 1999-2000.
- The Government of India would release funds directly to the State Implementation Society.
- District Education Plans would inter-alia, clearly show the funds/resources available for various components under schemes like PMGY, JGSY, etc.
- All funds to be used for upgradation, maintenance, etc to be transferred to 'Village Education Committees/ School Management Committees.

Rashtriya Madhyamik Siksha Abhiyan (RMSA)

This scheme, briefly referred as RMSA was designed to admit all eligible children in secondary schools and also improve the quality of secondary education.

Vision for Secondary Education

- to provide quality secondary education to all the youth in the age group 14 to 18.to make secondary education easily accessible.
- To make secondary education economical.

Goals and Objectives of RMSA

- Easy access to secondary education to all eligible persons.
- Equality and social justice.
- A Encouraging Common School System to achieve the goals of equity.

Objectives

- All secondary schools should have the prescribed school places, with adequate infrastructure, material resources, and other facilities.
- Establishing residential schools in tribal areas.
- School management should provide efficient transport system for the benefit of staff and students.
- No child should be deprived of secondary education because of gender, socio-economic factors, physical handicap or other such reasons

Rashtriya Uchachatar Siksha Abhiyan (RUSA)

For the next stage (i.e.) Secondary School Stage, the aim was to make it available to all children who complete the primary stage. To achieve this laudable aim, a new scheme called RMSA (Rashtriya Madhyamik Siksha Abhiyan 2009) was launched and carried out.

Other salient functions of RUSA

- i) Upgrading selected universities to achieve international standard.
- ii) Permitting the opening of new universities.
- iii) Linking colleges in the neighbourhood of a university as its cluster colleges.

Integrated Education

Educating children with special needs as well as those with different kinds of disabilities, in the mainstream settings of the common schools, along with normal children is known as 'Integrated Education'.

Implementing Integrated Education

Strategy 1:- Making exceptional children to learn in the regular classroom along with normal children, following the normal curriculum, on a full time basis by providing the required special help like making available audio aids for the hearing impaired, books in Braille for the visually impaired children etc.

Strategy 2:- Children with moderate level of disability can be made to attend classes with normal children for half a day and in the other half a day learn in the special education room with the help of a special education teacher. These children could also be made to participate in all co-curricular activities along with normal children.

Inclusive Education

Inclusive Education means that all students attend and are welcomed by their neighbourhood schools in age appropriate, regular classes and are supported to learn, participate and contribute in all aspects of the life of the school. Under inclusive education, students with special needs spend most or all of their time with non- disabled students

Difference Between 'Education for All' and 'Inclusive Education'

The Indian government took the word "ALL" in "Education for All" to mean as normal children with average intelligence and made efforts by admitting those students in the age group of 6 to 14 in the public schools.

In Inclusive Education the word 'Inclusive' is understood in the following ways.

1. Care and concern for disabled students.
2. Inclusion means accommodating all categories of students in general school and not sending them to different schools based on their disability.

Stated in brief, 'Inclusive education' is much broader than 'education for all' and based on democratic principles.

Comparison Between 'Inclusive Education' and Integrated Education

Component of Comparison	Inclusive Education	Integrated Education
1. Place of study for the disabled	Regular classroom in the public school	Regular classroom in the public school + special education classroom in the school campus
2. Duration of study with normal children by the disabled children	During all the class hours	During all the class hours

3. Achievement of disabled students	Achievement in curriculum subjects to certain extent + good improvement in social skills	Though achievement is less in curricular subjects, their social skills will significantly improve.
4. Degree of Disability of the learners	Low level of disability	Moderately disabled

Education for Collective Living and Peaceful Living

Today Indian Society needs reconstruction. This can be accomplished only through education. The three major issues that are confronting us in the 21st century are (i) War and Peace, (ii) Man and Environment and (iii) Culture and Technology.

Together with developing subject knowledge and practical skills, it also becomes essential to provide Value Education. The Committee headed by Jacques Delors (1996) emphasize the need for 'Value Education' in its report titled "Learning: The Treasure Within" submitted to the UNESCO.

In this connection, the values to be developed among students are: i) Non-violence ii) Cooperation iii) Selfless attitude iv) Respecting others and treating them with respect v) Accepting the differences among men and focussing on the common elements vi) Realizing the necessity for everyone to depend on others.

Four Pillars of Education as Viewed by Delor's Commission Report

1. Learning to 'Know'
2. Learning to 'Do'
3. Learning to 'Live together'
4. Learning to 'Be'

1) Concept of Learning to Know

Learning to know refers to 'learning how to learn'. It denotes one's concentration, memory skills and ability to think. Stated briefly, through various subject matter, library work, play activities and co-curricular activities etc, self learning ability could be developed among students.

Learning to Know denotes the ability to get the knowledge and information needed to work in a globalized, information society and knowledge economy, and develop the cognitive skills required for learning 'how to learn' and to independently acquire knowledge. As a result of such learning, the person is transformed as more enlightened, more empowered. And more enriched.

2) Learning to Do

'Learning to do' refers to putting the knowledge learned into practice. The second important function of education is to develop in students, the ability to use the knowledge acquired properly, to function as a group, the ability to take decisions after deep deliberation and steadfast in implementing the decisions taken, leadership qualities and problem solving skills.

3) Learning to Live Together

‘Learning to live together’ in peace and harmony is a dynamic and holistic process of learning and internalising social values and practising them throughout life. For making students to learn this, the under mentioned two complementary approaches could be followed.

- i) In the early childhood, focusing on students discovering the diversities among people around them;
- ii) From later childhood onwards (i.e. From 10 to 12 years of age) making students to involve themselves enthusiastically throughout in their life, in common community programmes.

4) Learning To Be

This refers to the all-round development of the whole person. Education should help each individual to develop the body, mind and spirit. The main aim of education is to help each student to develop his/her inherent talents and abilities, and develop the body, mind and spirit. That is education should attempt to make each individual as a whole person exalting in different ways.

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A vibrant, cartoon-style illustration of a desk setup. The background is a light blue sky with soft white clouds. In the top left corner, there are several colorful balloons (pink, yellow, orange, and blue) tied to a branch with red autumn leaves. The top right corner features a branch with red maple leaves. The left side of the desk is decorated with a vertical row of colorful pencils. In the bottom left, a metal mesh pencil holder contains various colored pencils and pens, surrounded by autumn leaves and berries. The bottom right corner shows a stack of books, with a yellow bell character wearing a red bow on top. Next to the books is another set of colorful pencils and more autumn foliage. The central area of the image is a large, blank white space where the text is located.

Thank you