

© Publishers

First Edition 2018

ISBN: 978-93-86453-32-7

Contents

<i>Preface</i>	vii
<i>Foreword</i>	ix
1. Inquiry Training Model: A Semi Automatic Teaching Method <i>Nasrin and Anant Kumar Varshney</i>	1
2. Making the Teacher Educators as Academic Leaders <i>Sajid Jamal</i>	6
3. Integration of Peace into School Curriculum <i>Naziya Hasan</i>	13
4. Homework as a Reflective Formative Assessment: The Perception of Secondary School Students <i>Sameer Babu and Sulekha Ram</i>	20
5. Practice Teaching Programme in India <i>Mohd. Muzahir Ali</i>	27
6. Attitude of Social Scientists towards Information and Communication Technology <i>Mahmood Ali and Abdul Samad</i>	35
7. Prospects and Problems of Distance Education in India with special reference to Meghalaya <i>Sumana Paul</i>	47
8. Bringing Derailed Education on the Right Track <i>Bishra Alvera</i>	55
9. Empowerment of Women in India <i>Saba Anees and Ismat Jahan Siddiqui</i>	63

NEW DELHI PUBLISHERS

90, Sainik Vihar, Mohan Garden, New Delhi – 110 059

Branch Office Kolkata

216, Flat-GC, Green Park, Green Park, Narendrapur,
Kolkata – 700103 (W. B.)

Tel: 011-23256188, 9953694312, 9582248909

E-mail: ndpublishers@gmail.com

Website: www.ndpublisher.in

According to MacKenzie, "In the wider sense, it is a process that goes beyond the narrow limits of the school, and is promoted by almost all experience in life."

According to Gandhi, "By education I mean the all-round drawing out of the best in child and man."

According to Dinnwille, "Education during his passage from cradle to grave."

According to the Longman dictionary of contemporary English (1995), education is defined as the process by which your mind develops through learning at a school or university. Secondary education is the knowledge and skills that you gain from being taught.

From the study of above definitions of education, given by various philosophers and educationists, it is clear that education is the key to get success for any state or nation. Keeping in view this fact, when the constitution of India was drafted, it was envisaged that the goal of the problem continues to dawn the country. Even the basic goal of universal primary education (UPE) for children up to the age of 14, within a period of 10 years, National policy on education (1986) that was amended in 1992 and 1997, seeks to make this goal a reality. India's elementary education system for all children of the country up to the age of 14 years a fundamental right. Perhaps the most significant amendment bill, 1997, seeks to make free education for all children in making this a reality. India's elementary education system envisages that the largest in the world - 150 million children enrolled in nearly 800,000 schools. Despite this, 35 million children are outside schools and an equal number are in schools but not in the largest in the world - 150 million children enrolled in nearly 800,000 schools. The cost estimates for universalizing elementary education in India range from an incremental investment of Rs. 40,000 Crores to Rs. 1,20,000 Crores over a ten-year period. The imperative for strenuous action by the government is well recognized.

The Right to Free Education Act: The recommendations for the elementary education are resulting from the mandate of article 21-A and the right of children to free and compulsory education (RTE) act. This act has come in effect on 1st April 2010. The RTE act confers a fundamental right to free and compulsory education for all the children of the age-group 6-14. The act assures free and compulsory education for all the children of the age-group 6-14. The schools should be located within a distance of 1-3 km from where the child lives. In this series, Sarva Shiksha Abhiyan is a leading program of the government of India for Universalisation of elementary education [UEE]. Guaranteeing education of adequate quality is a strategic goal of the government.

Uttar Pradesh vision for education for all: For improving the determination of the government of Uttar Pradesh to improve literacy in the state.

the government of Uttar Pradesh passed the Uttar Pradesh basic education act, 1972 (U.P. Act No. 34 of 1972). All the children of age between 6-14 years must be admitted in the schools and should not wander on streets. Child labour should be prohibited and in the school going child should not work as hawker or rag picker on any public places like school stations, as domestic helper in houses, as servants in hotels and shops. The girl child should not solely act as babysitters and not remain in houses to look after the siblings. In spite these facts, a school going age child should remain in the school with jolly mind and should study, play and enjoy his childhood up to its maximum. The right of children to free and compulsory education (RTE) Act (2009), which came into effect on 1 April 2010, enshrines in law for the first time the rights of all Indian children aged between six and 14 years to free and compulsory elementary education. Under the act the state is liable for all direct and indirect costs of education, including tuition and the provision of uniforms and textbooks, as well as ensuring access to a place at a neighbourhood school, or alternatively free transport to the nearest school. The government is also responsible for students' ongoing attendance and completion of their studies. Enforcement of the act is to be monitored by central and state government child protection commissions. The act stipulates a number of minimum standards concerning teachers and school infrastructure. All private schools are required to obtain a certificate of recognition from a government authority which requires that all standards notified in the act be met within three years. Schools if failing to do so will be subjected to punitive actions. School buildings must be all-weather, have a kitchen for the preparation of Mid Day Meals, separate toilets for girls and boys, have access to safe drinking water and a library and playground. The student-teacher ratio is capped at 30 to 1 for grades one to five and 35 to 1 for grades six to eight. In addition, for each school offering upper primary education, at least one specialist teacher in each of the fields of social studies, languages and science and mathematics must be employed. All teachers are required to hold a minimum qualification, determined by state government rules, within a five-year phase-in period and are to be remunerated according to state government specified norms. All teachers are required to work a minimum of 45 hours each week and 200 days per year and are prohibited from engaging in private tutoring. Teachers are also required to hold regular parent-teacher meetings. For promoting inclusive education system and classroom diversity, the act directed all private schools to allocate at least 25% of places in first grade to government-funded students from officially-defined minority groups and financially disadvantaged groups. It will also be the responsibility of these schools to ensure free education to those pupils until the completion of grade eight and will be refunded directly according to whichever is lower of the cost borne by the private school or the equivalent cost in a public school.

Current scenario: The state of Uttar Pradesh still presents a dull picture after the three years of implementation of the right to education (RTE) Act. A review of effects of the RTE by the human resource development ministry shows that U.P. needs three lakh teachers - maximum in the country - for teaching in schools. Other states facing acute shortage of teachers are Bihar (2.60 lakh) and West Bengal (1 lakh). The RTE states that the local authority and the government would ensure that there is a school in every neighbourhood. A three-year deadline was given to ensure that all schools meet the norms under the Act. But, figures for U.P. are quite depressing. Keeping in

- According to MacKenzi, "In the wider sense, it is a process that goes on throughout life, and is promoted by almost experience in life."
- According to Gandhi, "By education I mean the all-round drawing out of the best in child and man-body, mind and soul."
- According to Dummville, "Education in its widest sense includes all the influences which act upon an individual during his passage from cradle to the grave."

According to the Longman dictionary of contemporary English (1995), education is defined as the process by which your mind develops through learning at a school, college, or university. Secondary education is the knowledge and skills that you gain from being taught.

From the study of above definitions of education, given by various philosophers and educationists, it is clear that education is the key to get success for any state or nation. Keeping in view this fact, when the constitution of India was drafted, it envisaged free and compulsory education for all children up to the age of 14, within a period of 10 years. National policy on education (1986) that was amended in 1992, stated the similar goal to be achieved by the year 2000. With this deadline now gone past, the magnitude of the problem continues to haunt the country. Even the lesser goal of universal primary education (UPE) for children up to the age of 10 is yet to be reached. The 83rd constitution amendment bill, 1997, seeks to make free education for all children of the country up to the age of 14 years a fundamental right. Perhaps prudently, it does not spell out any time limits or particular obligations of the state and communities at large in making this a reality. India's elementary education system is already one of the largest in the world - 150 m children enrolled in nearly 800 thousand schools that provide primary education within 1 km to children in 95% of the country. Despite this, 35-m children are outside schools and an equal number do not complete even 5 years of schooling. The cost estimates for universalizing elementary education in India range from an incremental investment of Rs. 40,000 Crores to Rs. 1 30,000 Crores over a ten-year period. The imperative for strenuous action by the government is well recognized.

The Right to Free Education Act: The recommendations for the elementary education zones are resulting from the mandate of article 21-A and the right of children to free and compulsory education (RTE) act. This act has come in effect on 1st April 2010. The RTE act confers a fundamental right to free and compulsory education of rightful quality on the children of India. The act assures free and compulsory education to all the children of the age-group 6-14. The schools should be located within a radius of 1-3 km from where the child lives. In this series, Sarva Shiksha Abhiyan is the leading program of the government of India for Universalisation of elementary education [UEE]. Guaranteeing education of adequate quality is a strategic goal of education [UEE].

Uttar Pradesh vision for education for all: For improving the deteriorating system of education it was felt that education required strategic interferences from the government of Uttar Pradesh. Considering urgent need to improve literacy in the state

Bringing Detailed Education on the Right Track

The government of Uttar Pradesh passed the Uttar Pradesh Basic Education Act, 2007 (U.P. Act No. 34 of 2007). All the children of age not more than 14 years shall be educated in the schools and should not wander on streets. This act will ensure that all children in the schools going child should not work as hawkers or rag pickers or any other jobs. In school stations, as domestic helpers in houses, as servants in private and public railway stations, as domestic helpers in houses and not remain in schools to care for girl child should not solely act as babysitters and not remain in schools to care for the siblings. In spite these facts, a school going age child should remain in school with jolly mind and should study, play and enjoy his childhood up to the maximum. The right of children to free and compulsory education (RTE) Act (2009), which came into effect on 1 April 2010, enshrines in law for the first time the rights of all Indian children aged between six and 14 years to free and compulsory elementary education. Under the act the provision of uniforms and textbooks, as well as ensuring access to a tuition and the provision of school, or alternatively from transport to the nearest school place at a neighbourhood school, or alternatively from transport to the nearest school. The government is also responsible for students' ongoing attendance and completion of their studies. Enforcement of the act is to be monitored by central and state government child protection commissions. The act stipulates a number of minimum standards concerning teachers and school infrastructure. All private schools are required to obtain a certificate of recognition from a government authority which requires that all standards notified in the act be met within three years. Schools if failing to do so will be subjected to punitive actions. School buildings must be all-weather, have a kitchen for the preparation of Mid Day Meals, separate toilets for girls and boys, have access to safe drinking water and a library and playground. The student-teacher ratio is capped at 30 to 1 for grades one to five and 35 to 1 for grades six to eight. In addition, for each school offering upper primary education, at least one specialist teacher in each of the fields of social studies, languages and science and mathematics must be employed. All teachers are required to hold a minimum qualification, determined by state government rules, within a five-year phase-in period and are to be remunerated according to state government specified norms. All teachers are required to work a minimum of 45 hours each week and 200 days per year and are prohibited from engaging in private tutoring. Teachers are also required to hold regular parent-teacher meetings. For promoting inclusive education system and classroom diversity, the act directed all private schools to allocate at least 25% of places in first grade to government-funded students from officially-defined minority groups and financially disadvantaged groups. It will also be the responsibility of these schools to ensure free education to those pupils until the completion of grade eight and will be refunded directly according to whichever is lower of the cost borne by the private school or the equivalent cost in a public school.

Current scenario: The state of Uttar Pradesh still presents a dull picture after the three years of implementation of the right to education (RTE) Act. A review of effects of the RTE by the human resource development ministry shows that U.P. needs three lakh teachers - maximum in the country - for teaching in schools. Other states facing acute shortage of teachers are Bihar (2.60 lakh) and West Bengal (1 lakh). The RTE, in every neighbourhood. A three-year deadline was given to ensure that all schools meet the norms under the Act. But, figures for UP are quite depressing. Keeping in

mind, the concept of school in the close proximity of village, more teachers and Para teachers will be required to fill the human resource gap. Hence, the state government has issued an order to raise the age limit of candidates applying for primary school teachers lying from 35 years to 40 years to fill around 80,000 posts of primary school teachers. According to the figures from 35 years to 40 years to fill around 80,000 posts of primary school teachers lying vacant presently; in another government order of June, 2011, it has been specifically mentioned to stop the recruitment of untrained Para teachers. There are about 20% mentioned to stop the recruitment of untrained Para teachers (DISE), there are about 20% put up on the district information system of education (DISE), there are about 20% (8.6 lakh) untrained teachers in the country. In up alone, there are 1.43 lakh teachers who are not appointed as per the norms of the national council for teachers' education (NCTE). Sensing the urgent need to fill up the vacant posts, NCTE has recently given approval for training of untrained teachers through distance learning through this way. The data also revealed that up does not have local grievance redress mechanism for lakh untrained teachers in Uttar Pradesh are hopeful to get training through this way. Uttar Pradesh is also one of the top states with skewed pupil-teacher ratio (PTR), with one teacher for 38 children. Only 38.57% primary and upper primary schools follow the nr norms of PTR. The government figures are, however, satisfying when it comes to drinking water facility in schools. Over 97% schools in Uttar Pradesh provide drinking water, and 81% schools have separate toilet for boys and girls. RTE; act also provides for one primary school every 1km and an upper primary school every 3km. Forget about achieving this target, even the geographical mapping of all districts in the country, has not been done. The central government prepared a satellite based mapping scheme but it failed to take off. As a result, the government does not know how many schools are required in each district. Government figures say that approval for establishment of 1.61 lakh primary schools has been given. However, only 12,350 schools have opened till now.

The ground realities in Uttar Pradesh: Although, Uttar Pradesh has a huge army of man power, still it is always counted among the poor states of India. It is lagging behind with other states in terms of social, economic and human development indices. Keeping in view, the all social indicators of the state it stands on 13th or 14th position among the sixteen major states of India. Its human development index is very poor i.e. only 0.075. Uttar Pradesh is one of the most vulnerable and populous (19.95 Crore as per 2011 census) state in India. As far as education sector is concerned, there is a great requirement of flawless efforts to explore its resources up to the maximum to meet out infrastructural, enrolment, capacity constructing and value teaching aspects.

Challenges in Implementing the RTE Act

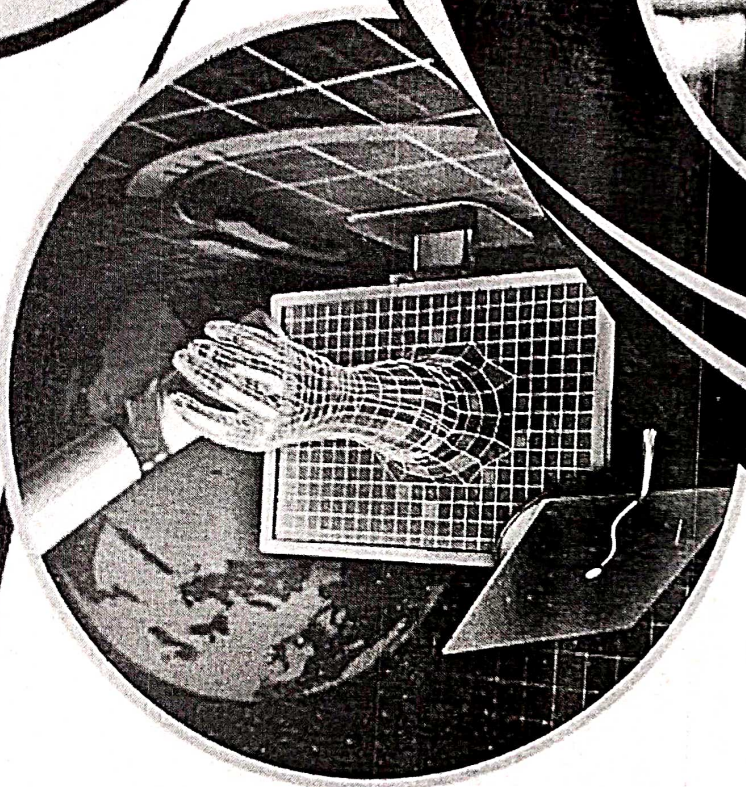
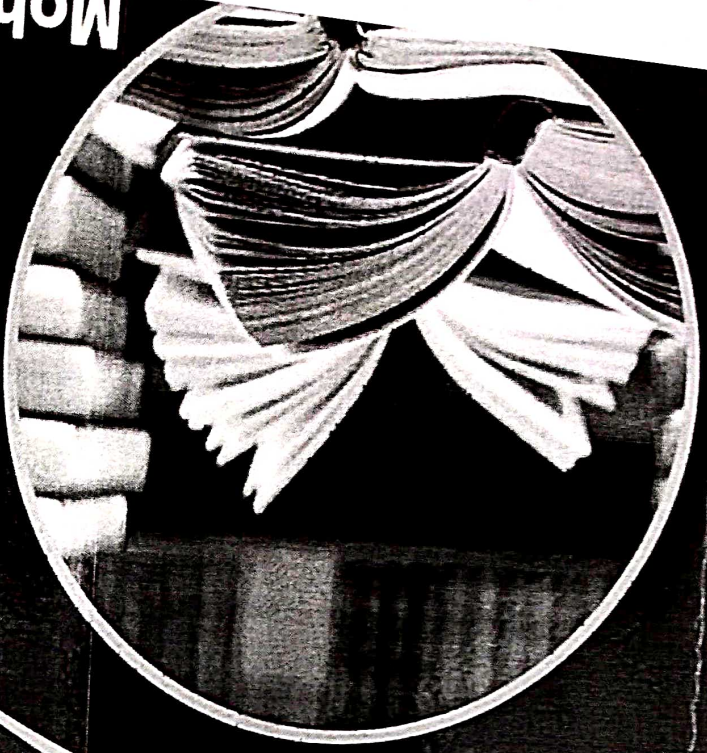
1. **Out of school children:** A major sample survey was conducted in 2008-09 for assessing the number of out of school children in the country in the age group 6 to 14. The survey was conducted by social & rural research institute -IMRB international (SRI-IMRB) in all the states and union territories. The findings of the survey indicated that the country had about 19.1 crores children in the age group 6-13 means below 14 years. Out of these 19.1 crores, in 2005 1.32 crore children were out of school. Amongst the out of school children, 3% children had never attended school and 1.2% was dropouts. Among girls 4.6 % children were out of school and boys 3.88% children were out of schools.

2. **Absence of teachers in primary and upper primary schools:** A study was conducted in the state of Uttar Pradesh to estimate teaching days lost due to teachers' absence from school and to find out the reasons for absence. This study also recorded teacher attendance from school records for the academic session 2005-06. Teacher attendance was observed during two unannounced visits to schools at a gap of 3 to 4 weeks during the academic session. Besides these, the effect of teacher absence on student attendance and achievement, retention and stagnation were also studied. The result of average of two visits indicated that 11.0% teachers were absent, 3.0% were outside the school in duty hours, 5.4 % were on leave 5.4 and 2.6% teachers were absent without intimation.

3. **School infrastructure:** The status of school infrastructure is of great concern, when we are talking about RTE. Although in India there was no rigorous survey was done yet to evaluate the impact of infrastructure improvement on learning outcomes. Still there is a survey conducted by Muraidharan *et al.* (2013), using village-level panel data from a nationally-representative sample of over 1,250 villages across 19 Indian states, they find no correlation between changes in average village-level school infrastructure (between 2003 and 2010) and changes in enrolment in government schools, though they do find a small positive effect on the number of students attending school. They also find no correlation between changes in average village level school infrastructure and either teacher absence or student test scores, even though as noted earlier they find significant improvements in almost all measures of school infrastructure.

Thus, almost all the existing evidence points to a limited impact of improvements in school infrastructure on learning outcomes. The reasons for this are not obvious. One possibility is that these investments make schools more appealing to teachers and students, but have no impact on the teaching and learning process - which may be the main determinant of learning. Another possibility is that infrastructure may be built but not used.

Role of NGO's in improving quality education: The duty of ensuring basic education and literacy to every child, youth and adult also requires the voluntary and private sectors as well as communities to collaborate and contribute. Successful experiments and new approaches to education have emerged from non-government organizations (NGO's). The education system not only needs to 'let a thousand flowers bloom' but also to imbibe lessons from NGO activities to improve the quality of education at large. Sustainable and enduring partnerships with the voluntary sector will strengthen the government's efforts to actualize the goal of universal elementary education (UEE). The current climate for nation-wide reform and development in elementary education makes it an opportune time for the government to forge strategic alliances with the voluntary sector. The effectiveness of NGO action is being in evidence in the successful schooling of underprivileged children, communities in remote locations, scheduled caste, scheduled tribe and other children that face social barriers to education. NGO's have demonstrated that targeted actions are required to



Emerging Trends in Education

