

# QUALITY ASSURANCE IN SCHOOL EDUCATION

(Proceedings of the Conference, 17-18 December 2015)

**Dr. Ramakanta Mohalik, Assistant Professor  
Coordinator**



REGIONAL INSTITUTE OF EDUCATION  
(National Council of Educational Research and Training)  
BHUBANESWAR-751022  
TELE: 0674-2541409, FAX: 0674-2543782  
Website: [www.riebbs.ori.nic.in/www.riebbs.ac.in](http://www.riebbs.ori.nic.in/www.riebbs.ac.in)

**March 2016**

## ACKNOWLEDGEMENTS

Schooling is the foundation stone for tertiary education as well as for life. It contributes to the national development, economic growth and social change. Providing quality schooling has been one of the priorities of all the successive governments in centre and states. All the commissions and committees constituted after Independence have also stressed on quality education for all, including SC/ST and Minorities. In recent years, the school education has been expanded progressively with increase of access to schools, enrollment and retention at all levels. At the same time, the quality of education in terms of learning outcomes has been declining day by day. The quality of education in government schools has been further worsened due to many and varied reasons. This issue has been deliberated at different forums all over India. Realizing the gravity of the problems, all the stakeholders are seriously pondering over the quality of school education. In this backdrop, a two day conference on quality assurance in school education was organized by this Institute from 17-18 December 2015 where around 60 papers were presented and discussed.

This report presents the details of the conference, proceedings and all papers presented. The report consists of five sections such as conceptualization of quality of school education, monitoring of school, inclusion in school education, role of stakeholders for school education and skills development through school education (based on themes of the conference). It would be useful for teacher educators, teachers, researchers and educational administrators and planners.

I am indebted to many persons for successful organization of the conference. I express my heartfelt gratitude to Programme Advisory Committee (PAC) of NCERT for approving this conference. I put on record my heartfelt thanks to Prof. K B Rath, Principal, RIE Bhubaneswar for his constant help in the different phases of the programme.

I am thankful to Prof. U C Vasistha, Department of Education, Lucknow University for delivering the keynote address during the conference. Thanks are due to Prof. (Retd.) Madhumala Sengupta, Kolkata University, Prof. (Retd.) S K Ghosh, Rabindra Bharati University, Prof. G C Nanda, Head, Dept. of Education, Ravenshaw University, Cuttack, Dr. C Jangaiah, Head, Dept. of Education, Central University of English and Foreign Language University, Hyderabad, Dr. (Retd.) S B Mohanty, Reader, Govt. of Odisha, Prof. (Retd.) S P Anand, RIE, Bhubaneswar etc who acted as Panelist/Chairperson/Co-chairperson in the conference.

I express thanks to Prof. B N Panda, Head, Dept. of Education, Prof. A K Mohapatra, Head, Dept. of Extension Education, Prof. B K Parida, Dean of Instructions, Dr. S P Mishra, Dept. of Education and Dr. Rasmirekha Sethy, Assistant Professor in Education for their sincere feedback during the development of conference brochure, selection of papers and organization of the conference. I am really thankful to academician/scholars for their overwhelming response for sending papers. Many thanks are due to all participants who have come and presented their papers in the conference.

I record my sincere thanks to all the Faculty Members, Research Scholars, Students and Staff of RIE Bhubaneswar for their genuine help and guidance during the conference. Thanks are due to all Pre-PhD scholars who are really instrumental in making the conference great success. I am thankful to Mr. Ravi Ranjan Kumar, UGC-JRF and Mr. Bijaya Kumar Mallick, Research Scholar for their sincere and timely help during the conference and finalization of this report. Lastly, thanks to Maa Sarala Graphics for bringing out this report.

Date: 15/03/2016

Place: RIE, Bhubaneswar

Ramakanta Mohalik

Coordinator

## CONTENTS

Title Page	i
Acknowledgements	ii
Contents	iii
About the Conference	vi

<b>Section-1: Conceptualization of Quality of School Education</b>			<b>Page No.</b>
<b>Sl. No.</b>	<b>Name of Author(s)</b>	<b>Title of the Paper</b>	<b>01-55</b>
1	B. N. Panda	Quality Assurance in School Education: An Analysis	01-07
2	Sanat K. Ghosh	Impact of SSA in West Bengal: Equity and Some Quality	07-17
3	R.R. Senapati	Quality Education-A Commitment of 21 <sup>st</sup> Century	18-25
4	Rainupur Mitra	Quality Assurance in School Education	25-29
5	Vikramjit Singh Thomas Perumalil	Quality Elementary Education in Schools of Bihar	30-34
6	Avijit Bhadra Subhashree Mohanty	Enhance in Quality Learning in Intervention Schools: Best Practice Document on School Education	34-39
7	Paramita Sen Gopalkrishna Chakraborti	An Ethnographic Insight about the Perception of School Based Learning among the Higher Secondary Students in an Urban Setting of WB	39-44
8	Sunil Kumar L. Behera	Quality of Teacher Education Programme in Jharkhand: An Analysis With Reference To NCFTE (2009)	44-48
9	B C Das P B Binjha	Quality Assessment and Accreditation of School Education	49-53
10	Sandhya Rani Sahoo	Centrality of Language in Quality Education	53-55
<b>Section-2: Monitoring of School</b>			<b>56-107</b>
11	Madhumala Sengupta	Monitoring of School: Academic Leadership HM/Principal	56-60
12	Rasmirekha Sethy R K Mohalik	Development of Instructional Leadership among School Heads	60-65
13	C. Jangaiah	Self Accountability Among Teachers	65-71
14	Arnab Pan Abhijit Guha	Professional Competence and Professional Burnout of Secondary School Teachers: Perspective of Teachers' Quality in West Bengal	72-75
15	Rajlakshmi Das	School Development Planning for Ensuring Quality in School Education	75-81
16	Srutirupa Panda Smrutirekha Nayak	Assessing Professional Commitment of Teachers: An Strategy to Nurture Accountability for Quality Assurance in School Education	81-84
17	Madhab Ghosh	Administrative Behaviours of Heads of Primary and Secondary Schools: A Comparative Study	85-89
18	Bimal Charan Swani	Academic Leadership of Heads of Institutions and Quality Assurance in School Education in Odisha	89-94
19	Sarmila Banerjee	Role of School Leaders in Monitoring Teachers to Improve Teaching and Learning	94-98
20	Bijaya Kumar Mallick	Instructional Leadership: Supporting Best Practices	99-103

21	Tanushree Mohanty	School Self Evaluation Plan	103-107
<b>Section-3: Inclusion in School Education</b>			<b>108-193</b>
22	B. K. Parida	Inclusive Education (IE) Vis-A-Vis Inclusion in Education (IIE)	108-109
23	Dipankar Chakraborty	Inclusion in Education in the Context of West Bengal	109-120
24	Somenath Roy Subimol Sardar	A Case Study on Identification of Dyslexia & Challenges of their Inclusion in Primary School	121-126
25	Sarat Kumar Rout Kulamani Sahoo	Perceptions of Stakeholders about Benefits and Loss of Inclusive Education at Elementary School Level	127-132
26	Jaganmayee Mishra	Status of Inclusive Education at Elementary Stage with Reference to Child with Special Needs	132-137
27	Munkalita Subhajit Kumar Ghosh	Awareness of Secondary School Teachers towards Inclusive Education: A Study on the Effect of Intervention Strategies	138-142
28	Pradipta Kumar Mishra	Girls Education at School Level in West Bengal: Role of Kanyashree Prakalpa	142-147
29	Saradindu Bera Ramakanta Mohalik	Empowerment of Minority Girls through Education in West Bengal	148-156
30	Poonam Singh Kharwar	Teachers' Attitude, Belief and Behaviour towards Inclusion of SC/ST Children in Primary School of District Kaaimur, Bihar	157-161
31	Mrinal Mukherjee Sujit Pal	Kanyashree Prakalpa': A Historical Police Initiative in Women Education in the State of West Bengal	162-170
32	Charlotte Regena John	Developing Gender Sensitization through Academic Achievement, Personality and Emotional Intelligence	170-176
33	Soubhagya Ranjan Padhi	Quality Assurance in School Education in Tribal Areas: A critical Evaluation	176-185
34	Soumya Shubhadarshinee	Inclusion of Socially Disadvantaged a Step towards Quality Education	185-188
35	Bidyutta Prava Sahoo	Sender Sensitization and School	189-193
<b>Section-4: Role of Stakeholders for Quality School Education</b>			<b>194-238</b>
36	G C Nanda	Community Ownership as the Key for Quality Assurance in Elementary Education	194-195
37	Rakesh Kumar	Academic Quality Assurance with Decentralization of School Education	195-199
38	Sudershan Mishra Prasant Mallik	Perception of Teachers, Parents and Students about CCE at Elementary School Level in Odisha	200-206
39	Satyapriya Behera	Assurance of Quality in Elementary Education with the Help of SMC: A Case Study of Deogarh, Odisha	207-211
40	Biswajit Nath	Role of SMC for Providing Quality Education in Elementary Level in WB	211-216
41	Priyank K Shivam Manoj Kumar Sunil Kumar	Role of SMC for Quality Education in MSARH School Rewasi, Sitamarhi in Bihar: A Case Study	217-220
42	Priyanka Gupta Anchal	Reality Check on the Role of SMCs in School Education	220-222
43	Ganesh Prasad Saw	Qualitative Analysis of SMC in Perspective of Jharkhand	222-226

44	Chandrakanta Giri Jay Anand Anjani Trivedi Arvind Kumar Ambey	Emerging Role of SMC/SDMC/PTA/MTA for Quality Assurance in School Education	226-230
45	Diptimayee Dash	Role of Parents in School Education	230-233
46	Rahul Kumar Sanjay Kumar	Enhancing Quality School Education through Private Partnership: Case Study of PRATIGYA-NGO	233-238
<b>Section-5: Skills Development through School Education</b>			<b>239-303</b>
47	Sudeshna Lahiri Rupa Ghosh Indrani Bhattacharya	School Education and Entrepreneurial Skills Development: Empowering Women from Grass-Root Level	239-248
48	Sabita Mishra	Developing Vocational Skills among Secondary School Students	249-254
49	Akash Ranjan	Vocational Education and Skill Development	255-258
50	Rasmi Ranjan Puhan Lakshmi Priya Malla	Integrating and Inculcating Vocational Skills in School Education: KISS a Role Model in Modern Education Sector	259-265
51	Russell Al Farabi	Status of Vocational Education in West Bengal: Current Scenario, Key Challenges and New Direction	265-271
52	Rittika Sarkar Kausik Chatterjee Pradip Kumar Maity	Attitude of Pupils towards the Inclusion of Co-curricular Activities as Skill Development Programme in School Level Syllabus	271-277
53	Ajaya Kumar Gupta Jyoti Gupta	Vocationalisation of School Education	278-282
54	Ravi Ranjan Kumar	Role of Jharkhand Skills Development Mission (JSDM) In Promoting Vocation Education	282-286
55	Dikila Lepcha Elizabeth Gangmei	Career Maturity of Secondary School Students in Relation to their Sex and Socio-Economic Status	286-293
56	Sunandita Bhowmik	Teacher Competency and Learning Environment for Skill Development	294-298
57	Smitarani Behera Gautam Kumar	Vocationalisation of School Education: A Career path Way for CWSN	299-303

## **Appendices**

<i>Appendix-A-Resource persons in the planning meeting</i>	304
<i>Appendix-B-Conference brochure</i>	305
<i>Appendix-C-Programme schedule</i>	307
<i>Appendix-D-Resource persons in the conference</i>	309
<i>Appendix-E-Photos of the conference</i>	310

## **ABOUT THE CONFERENCE**

School education is the foundation which prepares learners for tertiary education as well as for life. The Government of India has been giving utmost importance for enhancing quality of school education since independence. The government has taken many initiatives and actions for improving quality of school education, which is reflected in all policy documents and reports. But the state of school education has not improved in our country to the desired extent. Further, we find differences in the quality of school education from State to State, region to region in the same State, from district to district. It is observed that many State Governments have designed and implemented different interventions for fostering quality in school education. The fourth Joint Review Mission (JRM), 2014 recommended that the MHRD should initiate a rigorous quality assurance process of initiatives deemed “Good Practices” before they are shared across States and recommended for replication. In this context, a two-day Conference on Quality Assurance in School Education was planned to discuss and share the best practices, with the following objectives.

### **Specific Objectives:**

- To discuss quality aspects of school education such as improving quality of learner, teacher, content, learning process, school environment, assessment and community participation
- To share and document best practices from eastern states for assuring quality of school education
- To discuss policies and practices for gender sensitization through education in school
- To develop state specific mechanisms for developing quality of school education

### **Themes of the Conference:**

After approval of the conference proposal by the Programme Advisory Committee of NCERT, planning meeting was held in the chamber of the Head, Department of Education on 2<sup>nd</sup> July 2015 to discuss and select different themes for the conference (List of resource persons attended is attached in Appendix-A). After thorough deliberation and debate during the planning meeting following four themes were decided for discussion in the conference.

- Monitoring of School: Academic leadership of HM/Principal, Development of self accountability among teachers, Student feedback and Parent satisfaction, School self-evaluation and School development planning.
- Inclusion in School Education: Educational interventions for SCs/STs, Minority Communities and Girls, Role of education for gender sensitisation.
- Role of Stakeholders for Quality School Education: Functioning of SMC/SDMC/PTA/MTA and other community based organizations and NGOs.
- Skill Development through School Education: Integration of vocational skills in school education, Vocationalisation of school education, Career guidance for school students.

A conference brochure was developed with the help of faculty members of the RIE Bhubaneswar for circulation in different states (copy of brochure is attached in Appendix-B). The brochure was circulated through Institute website/email/post among individuals and institutions by the end of July 2015. Papers were invited from researchers, teacher educators, teachers, and educational administrators, NGO workers specially working for the educational development of the states such as Bihar, Jharkhand, Odisha and West Bengal. The last date of receiving papers was 13<sup>th</sup> November 2015. Around 120 papers were received by the coordinator, of which good and original papers were selected by the selection committee for presentation in this conference.

The conference was held on 17-18 December 2015 in the Conference Hall of the Institute. It was inaugurated by Prof. U C Vasistha, Dept. of Education, Lucknow University, Uttar Pradesh in the presence of Prof. (Retd.) Madhumala Sengupta, Dept. of Education, Kolkata University, Prof. B K Parida, Dean of Instructions, Prof. B N Panda, Head, Dept. of Education, Dr. R Sethy, Assistant Professor and Dr. R K Mohalik, Coordinator. The programme was started by welcome song by research scholars. Dr. Mohalik has presented details of the conference such as background, objectives, papers received and modalities of presentation. Prof. B K Parida welcomed to all the guests and delegates to the conference. Brief presentation was given by Prof. B N Panda on conceptualization of the quality assurance in school education. Prof. U C Vasistha has delivered the keynote address where he briefly touched on background of four themes of the conference. The inauguration of the conference was concluded with vote of thanks by Dr. R Sethy. The remaining time of the first day was devoted for presentation of papers on monitoring of school and inclusion in school education.

The second day was started with plenary session under chairmanship of Prof. U C Vasistha and panelists are Prof. G C Nanda, Prof. S P Ananda, Prof. S K Ghosh and Dr. S B Mohanty who presented on community participation in quality school education and skill development among school students. It was followed by presentation of papers based on role of stakeholders for quality school education and skill development through school education. The conference was closed with valedictory programme chaired by Prof. B N Panda in the presence of Prof. B K Parida and Dr. R K Mohalik.

Total 57 papers were presented by the delegates on different themes and eight resource persons attended the conference as chief guest, panelist, chairpersons and co-chairpersons (Presentation schedule is attached in Appendix-C). Abstracts of all selected papers and write up of resource persons were printed and circulated among delegates during the conference.

The details of all the papers presented by the resource persons and participants are presented in the following sections.

## SECTION-1 CONCEPTUALISATION OF QUALITY OF SCHOOL EDUCATION

### QUALITY ASSURANCE IN SCHOOL EDUCATION: AN ANALYSIS

Prof. B. N. Panda, Head, Dept. of Education, Regional Institute of Education (NCERT) Bhubaneswar-751022

#### *Overview*

*Quality is a much-debated term. The word quality comes from the Latin word *quails* meaning what kind of. It is a slippery concept and implies many meaning or different things to different people. Quality in and of education has always been a priority area and a prominent agenda of various committees and commission on education. The overall quality of education is a major challenge before the country and the task of bringing qualitative changes in the educational system is a huge and challenging job before our teachers. The key factor in all educational development in the school is the teacher and they have to be professionally equipped with competencies, commitment and determination to perform at their best. The teachers must act big, think big and feel committed to the profession.*

*NPE (1986) and POA (1992), NCF (2005), NCFTE(2009) and JVC(2012) etc. had recommended number of measures for improvement in the quality of education through reforms in content and processes of classroom teaching, improvement in school facilities, provision of teachers and so on. A large number of National and State level programs have been launched and among them OB, MLL, PMOST, SOPT, DPEP, SSA, RMSA and RUSA, etc. aimed to improve the quality of learning in schools. But in spite of all initiatives we have not achieved the target satisfactorily.*

#### **Defining Quality of Education**

Quality refers to high degree of goodness, worth or excellence in an object or system. It has been defined differently by philosophers, practitioners, educationists and administrations in their own way. Harvey (1993) suggested five different approaches to defining quality. These are in terms of exceptional (exceeding high standards and passing a required standard); in terms of consistency (exhibited through 'zero defects' and making quality a culture); as fitness for purpose (meaning the product or customer specification and satisfaction); as value for money (through efficacy and effectiveness); and as transformative (in terms of qualitative change). Garvin (1988) classified the quality definitions into five groups. These are transcendent (eternal bliss i.e. beauty and love); product based (measurable and attributes of the product); user-based (customer satisfaction); manufacturing based or process based (conformance to requirements and specification) and value-based (cost-effective).

The thinkers have regarded quality of education as that which helps children to become conscious and productive citizen so that they are able to face future challenges in life. **Gandhi** was of the opinion that relevance and all-round development of a child's personality is the attributes of the quality of education. **Tagore** suggested that live in harmony with all the exits around us is the quality of education. Radhakrishnan was pointed out that quality is that which gives the children a purpose in life or perfection of the individuals. **Delor's Commission** identified that the broad concept of quality education revolves around four fundamental pillars of learning- learning to know, to do, to live together and to be. Quality education focuses on each of these pillars so that education is regarded as a total experience throughout life, dealing with both understanding and application and focusing on both the individual and the individual's place in society.

In India, the heterogeneity & diversity of cultures make the issue of quality education very contextual and relative in nature. It cannot be assessed by any one parameter. Quality improvement in school is a very slow process. It is a journey and we have to take it with courage, confidence and conviction. Quality education centers on the cognitive, affective and psychomotor domains of a child's behavior. The main indicators of the quality of education can be visualized in terms of input, process and output at the school level in particular and planning, implementation, monitoring, supervision and evaluation in general. Quality should be a bottom-up approach and every one must be conscious to achieve it.

Deming, 1986 emphasized prevention rather than cure as the key to quality. To achieve quality we have to give emphasis on new ways of working, new ways of training on the job, organizational leadership, removal of from the minds fear and to work effectively, opportunity for



self-improvement and self-analysis recognize and reinforce success and encourage working to accomplish the transformation.

### **Dimensions of Quality in Education**

There are several ways and means to achieve quality in school education. The dimensions of quality in education are given below:

- a) **Reliability & Credibility of Institution:** The degree to which education provided is correct accurate and up to date. How well an Institution is trustworthy and keep its promises. The degree of consistency in educational process, keeping promises, match to the goals, honest and dependable, handling complaints and solving problems.
- b) **Responsiveness / Attitude:** How effectively / promptly the services are carried out according to the needs of the learners /customers. It means willingness and readiness of staff to help students, availability for guidance and advice, giving personal attention and curiosity to help students.
- c) **Competence:** How effectively the staff of the organization has the knowledge and skills required for delivering the service in a proper way. It means practical knowledge & presentation skills, up to date ideas, and expertise in communication to over the problems of the learner.
- d) **Tangibles:** It means availability of basic physical objects that are needed for carrying out the services such as facilities and equipment available in school such as classroom, toilets, water, blackboard, laboratory, books, modern equipment, computer, sport materials and other necessary items for ease to access for development.
- e) **Understanding customers/learners:** The effort of the teacher/service provider is to understand the needs & wants of the learner/ customers for greater satisfaction in learning.
- f) **Courtesy:** How polite, friendly and respectful the employees are matters a lot in learning. The positive attitude towards students by the teacher and employees helps in improving quality in education.
- g) **Access of the learner:** The extent to which the staffs are available for guidance and advice, concerns about the location, opening hours of the institution and emotional state of mind for providing / nurturing help to the learners.
- h) **Delivery / Communication:** It is the process of keeping the customers/learners informed in a timely and sequencing manner. It means effective presentation and deliberation in a language that could be understandable to the learners. Receiving feedback, encouraging students and consistency / fairness of conducting examinations etc are also important aspects of quality assurance in education.
- i) **Security and Redress:** It means how for the institution in capable to maintain confidentiality of information, freedom from danger, risks and doubt. Similarly, how well an institution hurdles customers'/learners' complain & solve problems without any fail.
- j) **Content:** It means relevance of curriculum to the future jobs of students. As far as possible the curriculum must covers varieties of ideas, completeness in all aspects and effective in nature. The principle of flexibility and cross-disciplinary information/ knowledge should be a part and parcel of the content so that it may leads to the holistic development of the learner.

### **Techniques of Quality Assessment**

Quality assurance is the responsibility of everyone in an educational institution and should be continuous and ongoing process. At least in every institution there should be an internal quality assurance cell (90AC) to examine different aspects from time to time. Across the world quality assurance is undertaken in the following ways.

- Self-analysis / self-evaluation aviation of the action and activities
- Peer review of the work by a panel of experts
- Visit to one or more educational institution for firsthand knowledge
- Use of performance indicators of best practices and showcase it
- Survey of students' progress and competencies of the personnel in the organization
- Examine the professional activities from time to time.

The All India council for Technical Education (AICTE), India has suggested that the students admitted to the course / program should undergo an acceptable level of teaching –learning process

and are transformed into capable professionals having sound knowledge and personal competence for employment in responsible assignments. (1). The criteria for quality assessment centers around eight dimensions namely organization and governance (planning, monitoring, recruitment procedures, promotional policies, leadership, motivational initiatives, transparency, decentralization and constitution of governing body). (2). Financial resources, allocation and utilization (budget allocated to institution and utilization, budget allocation to department & utilization). (3). Physical Resources (students Hostel for male & female, Power back-ups, Bank, Post office, Counseling Centre, Language Lab, medical facility, Canteen, Science Laboratory, Transport, Internet Connectivity). (4). Human resources (student-teacher ratio, experience, qualification, participation of faculty on development activities, follow up for performance appraisal, service rules, pay package, skills up gradation). (5). Human Resources for students: (Academic result, admission criteria, placements & performance in competitive examinations); (6). Teaching-learning process (delivery of syllabus, content beyond syllabus, academic calendar, continuous evaluation, use of equipment, laboratory activities, student- centered learning, student/ feedback; (7). Supplementary processes (extracurricular activities, personality development initiatives, professional society initiatives, alumni interaction and student publication); and (8). Research and Development & Interaction efforts (budget for in-house R & D activities, sponsored research projects, publications/ patents, continuing education, consultancy and student projects).

Similarly National Assessment and Accreditation Council (NAAC) have suggested seven criteria for quality assessment. These are 1. Curricular aspects (curricular design and development, academic flexibility, feedback on curriculum, curriculum update); 2. Teaching-Learning and Evaluation (admission process and student profile, catering to diverse needs, teaching-learning process, evaluation process and reforms, best practices in curricular aspects and evaluation); 3. Research, Consultancy and Extension (promotion of research, publication, consultancy, extension activities, collaborations, best practices in research, consultancy and extension); 4. Infrastructure and Learning Resources (Physical facilities for learning, maintenance of infrastructure, library as a learning resource, best practices in the development of infrastructure and learning resources); 5. Student support and Progression (student support, student progression, student activities, best practices in student support and progression); 6. Governance and Leadership (Institutional vision and leadership, organizational arrangements, strategy development and deployment, human resource management, financial management and resource mobilization, best practices in governance and leadership); 7. Innovative practices (Internal Quality Assurance System, Inclusive Practices, Stakeholders relationships) etc. are core indicators/ general indicators of Quality Assessment in Education key aspects to assess quality in education.

### **Indicators of Quality in Education**

The following are the indicators to access quality in education.

- i. Aims of Education:** When we talk about quality education we should have an understanding of the educational aims, the nature of knowledge, the learners and the nature of school in order to arrive at the principles to guide classroom practices. Child learns and gathers experiences from multiple contexts such as home, school, community and peer group etc. which facilitate the child to foster the process of self-discovery and learning about oneself. Hence, all children must be given access to education of comparable standard in the society.
- ii. Infrastructure Facilities:** Availability of basic infrastructure facilities like class rooms, toilets, drinking water, playground, black board, seating facilities etc. play an important role in improving teaching learning environment and overall school quality.
- iii. Learning Environment:** The learning environment available to a child, both in school and outside school has direct impact on learning. Research has indicated that the performance of students is higher in schools where the learning environment and support services are child friendly. A good learning environment is one that is designed in such a way that learning takes place with minimum stress and maximum effectiveness. The physical environment, social relationship among members and classroom climate etc. promote students learning/performance. A child should feel happy, satisfied and comfortable, both physically and mentally for achieving maximum learning gains. Hence,

school should provide the setting where teachers and students interact, curriculum is transacted and learning process takes place for achieving quality education.

- iv. **Teacher Preparedness and Commitment:** A teacher's knowledge of the subject and the mastery over pedagogical skills has a strong and positive effect on students learning. A committed teacher is concerned about the student's growth and development in all aspects. Teachers' attitude towards children ability to interact with parents and community members and commitment contribute to the quality of teaching learning in classroom. Hence, teachers need to be encouraged and motivated to undertake self-learning and self-improvement.
- v. **Curriculum and Teaching Learning Materials:** Curriculum is an important factor that influences the quality of education. Irrelevant information, inadequate weight age and poorly designed materials not only affect adversely but also lose its sanctity to include latest developments and technological changes in the curriculum. NCF0-2005 has emphasized the organization of curriculum to take care of local needs and incorporating the national concerns. An attempt is also being made to reduce the load of curriculum and giving focus on learning by doing. Learning by observation, art and craft heritage, physical education and culture of peace education etc. are integral to learning. In additional to the above a teacher must make a judicious use of all the available materials for effective transaction and must learn the techniques of teaching learning material preparation, which will strengthen curriculum transaction.
- vi. **Teaching Learning Process:** There is no uniformity in the school structure. There is multi-grade, high pupil-teacher ratio, large sized class rooms, rural-urban setting etc. which make the teaching learning more complex and heterogeneous. This dilutes the quality of teaching-learning. Hence the teachers must be given need-based and problem solving training in content and pedagogy to make teaching-learning process more effective. Similarly a teacher must know that learners learn better when they are actively involved in the learning process; learning is related to their daily life experiences; learning situations are drawn from their environment; and pupil teacher and pupil-pupil interactions are encouraged. Since role of the teacher has changed from transmitter of knowledge to facilitator of child's learning, the teacher must provide variety of learning situations to the learners and ensure that each child engaged in learning activity, encourage learners to share and learn from each other and provide help only when learner asked for.
- vii. **Instructional Time:** Transaction of curriculum at any stage of education is planned keeping in view the time available for teaching learning. Besides, it also depends on how meaningfully a teacher is utilizing the available time. Information related to the number of working days, number of classes a teacher has to handle at a time etc. provide ample scope to the teacher for effective utilization of the 'instructional time'.
- viii. **Evaluation, Monitoring and Supervision:** Regular monitoring and supervision of school activities by the authority contribute significantly to the quality of education. In order to provide quality education it is also desirable to implement school based evaluation covering both scholastic and co-scholastic areas for all round development of the child.
- ix. **Community Support and Participation:** It is a fact that community members play a significant role in helping the school to bring desirable changes in it. The involvement of community from planning to monitoring stage gives adequate opportunities to strengthen the school functioning which is indicative of quality improvement. Hence, training programme may be organized for community members.

### **Strategies to Improve Quality in Education**

The whole issue of relevance of education has been visualized in the context of "Education for Life." Education is not just the process of imparting literacy and numeracy; it is also a process of socialization that helps children cope up with the natural and the social environment. Hence, in school, focus must be given on total development of children by involving them in the project work, arranging interaction with others, participating in activity-based learning, exposure to life skills with regard to health, nutrition, sports, art and craft, cultural activities etc. The following are some of the strategies that may improve the quality of education.

- a. **Developing Self-consciousness:** Commitment generally resides where consciousness exists. A teacher who realizes that his/her role is to help children and develop their character and personality would never run away from his/her responsibility towards the child. Teachers must view teaching as a profession and continue updating his/her knowledge. A good teacher is always a constant student. Hence, teachers must be oriented to develop self-consciousness.
- b. **Building Institutional Climate:** Healthy institutional climate leads to a productive work culture, which in turn, leads to more and more commitment of the teachers to the goals of the institution. The teachers of the institution where work-culture is high derive a lot of pleasure and satisfaction in their work. Hence, teachers must involve themselves in planning as well as in execution of their plans.
- c. **Contextual Planning:** It is a fact that the inputs that are provided without considering their relevance have no significance. Hence, we have to think need based planning, a bottom up approach and micro planning to strengthen our educational institution for quality education.
- d. **Need based Training of Teachers:** Teacher preparation is most important component for quality education. The field level data shows that trained teachers make a considerable difference in terms of teaching style and class room management. They understand the learner's psychology and act accordingly. Hence, teachers must be trained/ oriented in content and process at least a week in every year to make teaching learning more effective and outcome oriented.
- e. **Experiential Learning to act as Role Model:** It is better to provide experiential teaching to teachers so that they can introspect and mentally develop to play their role model. Teachers may be given stories, case studies and biographies of great personalities with an expectation that it may develop an internal resolve for showing higher levels of commitment.
- f. **Teacher Recruitment and Deployment Policies:** Data indicate that the present recruitment procedure of teachers in some of the states is not up to the mark. Teachers are appointed on contract basis and given low salary/consolidated pay. Even in deployment there is a disparity and no set procedure is followed. If we want to improve quality education then the policy of teacher's recruitment, salary and deployment of teachers must be taken into consideration in respect of diverse educational situation.
- g. **Supply of Teaching Learning Equipment's and Books:** For improving teaching learning process and interactive classroom the provision of teaching-learning aids and textbooks by all children has undoubtedly emerged as a basic prerequisite. Field data indicate that in most of the schools, textbooks are not with all children and teaching aids are not used by the teacher. Since these are the essential parameters of quality learning we have to be very serious and focus our attention on this dimension.
- h. **Strengthening Evaluation Practices:** Since learner is the central focus in the teaching-learning process, strengthening evaluation of learners on a continuous basis through periodic tests and observation is essential for quality enhancement of education.
- i. **Sharpening of Monitoring and Supervision Mechanism:** In order to assess how the teaching and learning process is going on or to know about the functioning of institutions it is better to get the evaluation of the progress done by an external agency. Although there are specific norms of school functioning yet field realities have shown that there is no effective administrative arrangement for ensuring how far the norms are followed in schools. Hence it is desirable to strengthen the position of head teachers for self-regulation and better academic and administrative management.
- j. **School Accountability:** Since society invests resources – human, material and financial – in education of its children, it is quite natural to expect that educational institutions perform effectively and efficiently. The demand for accountability of educational institutions and personnel working in them must contribute significantly towards the quality improvement of education.
- k. **Use of Modern Technology:** In almost of all sectors of education the role of the teacher is changing from being not only a transmitter of knowledge but also a facilitator of learning. Due to development of ICT the traditional boundaries of the classroom are giving way to

new learning techniques. Hence at the pre-service and in-service level teacher education programme must have ample scope for inducting pedagogic skills and management of technologies as important components of teaching learning environment to enhance efficiency of transaction.

- l. Encouraging to Achieve Excellence:** Administrative steps may be taken up to improve quality of output of education with a strong links between teacher education institutions and schools. Pursuit to achieve excellence may be encouraged by initiating new programme in the educational institutions. Hence digital facilities may be developed to network district, state and national level institutions.
- m. Regular Review and Revision of Curricular Contents:** Review of curricular content of school and teacher education programme at the elementary, secondary and higher secondary stage needs to be taken up from time to time to ensure that new development of pedagogy get reflected and frontline areas of education, evaluation, etc. get incorporated in the syllabus. This process ultimately helps in improving quality education.
- n. Sharing Experiences gained from programme:** It is expected that the teachers after training must come forward to discuss and share their ideas and experiences with their colleagues and fellow friend for greater achievement in the educational institution.
- o. Encouraging Innovative Activities:** In every educational Institution the teacher must be encouraged to undertake innovative activities. Through different innovative activities it is possible to develop quality dimension in the educational institution.

#### **Role of the Teachers in Bringing Quality in Education and Quality Control in the Class Room**

A teacher has to bear full responsibility of what happens to the children whether they learn or not or how they develop etc. To carry on with this responsibility the teacher needs to have an.

- an understanding of the process of the child's learning and world view.
- an understanding of human knowledge and the process of its information,
- an understanding of the child's environment,
- an understanding of and command over the subject areas, and
- ability to use material creatively and link it with the children's understanding.

Not only the above the teacher can also play a pivotal role in quality control in the classroom by adopting the following mechanism.

- A) Developing Conscious Values and Critical Explorations:** When critical exploration is combined with conscious values, an environment can begin to develop where students and educators cooperatively seek to maintain and control quality in the classroom.
- B) Meeting Individual Quests:** Quality control in the classroom is fostered by the development of a positive environment in which critical exploration skills are encouraged and the development of conscious values is fostered in order to facilitate quality control in the classroom.
- C) Emphasizing Group Climate / Team Learning:** Virtually all important decision is taken in groups. Teams not individual are the fundamental learning units. Team learning focuses on the learning abilities of the groups. With team learning, the learning ability of the group becomes greater than the learning ability of any individual in the group.
- D) Strengthening Supportive Environment / Shared Vision:** Favorable environment in the educational institution play a significant role for facilitating teaching- learning process. If all the members of the educational institution are co-operative and helpful to each other it is possible to create a single image of the future. All members of organization must understand, share and contribute to the vision of it to become reality.
- E) Integrating System Thinking and Shared Mental Abilities:** System thinking is fundamental to any learning organization. This is the ability to see the bigger picture to look at the relationships of a system as opposed to simple cause effect chains, allowing continuous processes to be studied rather than single snapshot. The essential properties of a system are not determined by the sum of its parts but by the process of interaction between those parts. To achieve the objective of the classroom it is better to have system thinking and shared mental abilities.

Hence, in order to bring about a change in educational setup and in the existing teaching-learning process considerable attention is to be given in the components of accessibility, effectiveness and efficiency dimensions to maintain quality in the educational institution.

### **Conclusion**

While many nations around the world have embraced the need for quality education to achieve sustainability, only limited progress has been made so far. This lack of progress stems from many sources. In some cases, a lack of vision or awareness has impeded progress. In others, it is lack of policy or funding. In the present paper of quality concerns and assurance in school education many viable strategies have been discussed to overcome the impediments of quality in education. In addition to this the issues related to quality control in the class room have been addressed with the components of accessibility (access, enrollment and equity); effectiveness (teacher quality, instructional materials, learning environment, supervision and relevance of curricula) and efficiency (planning, school management and use of technology). Hence, in order to maintain quality in education, educators must engage in the same processes that they would encourage in their students to explore critically to develop conscious values and move towards desired outcome with positivism.

### **References**

- European Commission (2000). European Report on Quality of School Education, [www.cur@pu.cuint/comm/education/indic/backen.html](http://www.cur@pu.cuint/comm/education/indic/backen.html).
- Govinda, R. and Varghese, N.V. Quality of Primary Schooling in India- A case study of Madhya Pradesh, International Institute of Educational Planning (UNESCO), Paris.
- [http://www.fed.qut.edu.au/thomas/prb349/ Quality control in the classroom – overview.html](http://www.fed.qut.edu.au/thomas/prb349/Quality%20control%20in%20the%20classroom%20-%20overview.html).
- <http://www.esdtoolkit.org/discussion/challenges/html>. Challenges and Barriers to education for sustainable development.
- Mead more, D., Burnett, B.O. and Brien, P. (Ed.1999). Understanding Education: Contexts and Agenda for the New Millennium, Prentice Hall, Australia.
- MHRD (1986). National Policy on Education, Govt. of India, New Delhi.
- NCERT (2004). Quality dimensions of elementary education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, New Delhi
- Panda B. N. (2012) Quality Concerns in Education: issues and strategies, proceeding of a Report, NCERT, New Delhi.
- UNESCO (2005). Learning: The Treasure Within –International Commission on Education for the Twenty-first Century, Paris.

## **IMPACT OF SSA IN WEST BENGAL: EQUITY AND SOME QUALITY ASPECTS**

Prof. (Retd.) Sanat K. Ghosh, Rabindrabharati University, Kolkata-700050

E-mail: [sanatghosh.rbu@gmail.com](mailto:sanatghosh.rbu@gmail.com)

### ***Abstract***

*The present evaluative study dealt with equity and some quality aspects at primary education level as the impact of SSA in West Bengal. The main objectives of the study were – (i) to assess the students' attendance on the basis of actual head counting of students in the classrooms in early and late hours of schools, (ii) to find out the difference in attendance rates of boys and girls, and students belonging to different social groups in rural and urban areas, (iii) to identify the reasons behind students' missing classes and remaining absent from school as perceived by teachers, parents and community, (iv) to find out the quality associations of achievement in annual examination with students' attendance, repetition and drop-out rates. The data related to present profiles of school infrastructure, teacher and community were analyzed. The objective wise analyses of data indicated the impacts of SSA in terms of equity and some quality aspects in West Bengal. The study concluded with some suggestions for its qualitative improvement.*

**Key Words:** SSA, Equity in education, Quality in education.

### **Introduction**

The decade of the 1990s had witnessed many international conferences and summits including the World Conference on Education for All (1990), the World Summit for Children (1990), the International Conference on Women (1994), the International Conference on Population Education and Development (1995), the World Social Summit (1995), and many more. One common message

that came out of all these conferences was *to ensure quality education for all children*. The 1990 declaration of WCEFA, held in Jomtien, Thailand, was reaffirmed as the right to all people to education in the declaration of Dakar WCEFA (2000) and also set the same goal with new target as because most of the third world countries were lagging behind the earlier target (UNICEF, 2001).

India has a long-standing commitment to universalize the elementary education (UEE). The spirit of the 73<sup>rd</sup> and 74<sup>th</sup> Constitutional amendments had set the stage for greater decentralization of power and a significantly enhanced role for local bodies, community organizations as well as voluntary agencies in the efforts towards UEE. The 93<sup>rd</sup> Constitutional amendment has made the *right to elementary education a Fundamental Right* and the recently developed Right to Education Act, 2009 has enforced it through the necessary statutory measures. Holistic and convergent community participation in UEE programs and target-group oriented strategies have already been under taken to fulfill the national commitment, especially, during the last four (Eighth, Ninth, Tenth & Eleventh) Plan periods. As a result, India has recorded an impressive progress in the expansion of literacy and elementary education (Rustagi & Mehta, 2006). In between 1991 and 2001, literacy rate grew from 52 to 65 per cent, the highest ever rate of increase throughout the last century (Census Report, 2001). In respect to children's education too, a remarkable progress has been noticed. GER at the primary level was increased by about six times from 1950 to 1999. Drop-out rates at the primary level declined from 65 per cent in 1960-61 to 40.3 per cent in 1999-2000 and the problem of access in primary education has been substantially addressed (GOI, Selected Educational Statistics, 2001).

The NPE (1986) expanded the definition of UEE as consisting of not only of universal enrolment and participation, but also of ensuring universal achievement of at least a minimum level of learning (MLL) by all. This expanded vision of UEE brought quality concerns to the centre stage in all development projects related to elementary education in India. The ninth plan (1997-2002) regarded education as the most crucial investment in human development. The Prime Minister's Special Action Plan (2005) gave emphasis to the total eradication of illiteracy, equal access to and opportunity of education up to the school-leaving stage, improvement in the quality of education at all levels, and need for expansion and improvement of infrastructural facilities. In the elementary education sector, the Tenth Plan targets the SSA with clear focus and specific goals – (i) Universal Access, (ii) Universal Enrolment, (iii) Universal Retention, (iv) Universal Achievement and (v) Equity.

The main objective of SSA is to ensure that all children in the age group 6 – 14 years will not only attend the school but also complete elementary education and receive quality education. In order to provide education of satisfactory quality, an important requirement is that teachers teach as they are supposed to and students remain in the classrooms (or in the schools) when the teaching is going on. Learning is a continuous process; the gap in the process, particularly of a longer duration is detrimental to young students' learning. It not only adds to his/her load of non-comprehension leading to lower achievement but also increases repetition and drop-out rates. Studies have shown that learner achievement is highly correlated with time spent on teaching-learning (Govinda & Verghese, 1991). The year 2007 was crucial not only for the target year to realize the many of our specific objectives set for SSA program and goal of the Tenth Plan, but also important for fulfilling the international target of gender specific quality education for all by 2010. Hence, it was found important to review the impact of SSA program of our country, particularly in the context of UEE and its quality aspects.

The main challenge of the SSA program is to make a qualitative improvement in the contents and processes of elementary education, in order to make them more responsive to the learning needs of individuals and the development needs of different socio-economic sectors. It involves tackling high drop-out and low retention rates in primary and upper primary schools, and improvements in the preparation, motivation and deployment of teachers, as well as the quality of textbooks and of infrastructural facilities. It also requires making education relevant to society's needs and strengthening the management and institutional capacity building, especially at the state, district and local levels.

The figures of the Census Report (2001) reveal that the state of West Bengal has made considerable advancements, especially in the decreased rate of population growth (17.84% against

24.73% in 1991) and the improvement in the sex ratio, which now stands at 934 (against 917 in 1991) females per 1000 males. The state has also done considerably well in the agricultural sectors (Dreze & Sen, 1995). Political stability, decentralization of power through *Panchayates*, reservation for women representatives in public administration, rapid growth of industry, promotion of self-help groups, etc. are some of the progressive initiatives which have created a pro-learning environment in the state. Apart from the traditional educational thrust from the middle-class families, a large number of first-generation learners are approaching schools for their formal education with much enthusiasm and vigor. Thus, a neo-learning society has been emerging which is completely different in character. But, the question is whether our elementary school system ready to provide quality education to them. Despite such progressive and positive environment, West Bengal could only manage the 18<sup>th</sup> place among the 35 Indian states and union territories. This is just one step forward from the previous position of 19<sup>th</sup> according to the 1991 Census. With a considerable gender gap (77% and 59.6% for male and female respectively) the literacy rate in West Bengal has achieved only 68.6% at present (State Elementary Education Report Card: 2005-06).

Like some other states, in West Bengal too, it seems, quality of schooling, overall school environment and other imbalances are responsible for non-realization of the goal of UEE. The most significant imbalances identified by Professor Amartya Sen (2002) are economic imbalances, social imbalances and regional imbalances.

The WB State Government had undertaken a plan of action to bring 98% of the children (6-11 years) to school within 2006-07. To realize the goal emphases on improving the quality of education, reducing drop-outs, increasing enrolment and attendance had been given with the DPEP project, which was started in all the districts of West Bengal. The annual report (2000-01) of the Department of School education, Government of West Bengal, indicated a positive change in the enrolment of SC, ST and girl children in the 10 DPEP districts formed in the first and second phases. The report further stated that 12,448 VECs and 469 WECs have been formed to promote the quality of elementary education. Hence, the stock-taking of our progress due to intervention of the SSA program in West Bengal is found needed.

With this contextual background, the present study aimed to provide some insights into the results derived from SSA interventions in West Bengal. Providing access and motivation to the difficult to reach marginalized groups, without compromising with the quality of education is the crucial challenge to SSA. However, changes have been reflecting in different aspects of elementary education due to this intensive program since 2000. Quality of elementary education is the central theme of this study. But in the Indian context, quality of education cannot be ensured without proper access and equity. The other basic issue of achieving quality education is the teacher-taught interaction hour. Focusing on the basic assumption that success of the SSA program depends on achieving quality elementary education for all with equitable access and optimum level of teacher-taught interaction, the present study was designed (GoWB, 2003).

### **Objectives**

1. To assess the attendance on the basis of actual counting of students present primary Classrooms;
2. To find out the difference in attendance rates of boys and girls and of students belonging to different social groups in rural or urban areas at the primary schools;
3. To find out the reasons of students' missing classes and remaining absent from school as perceived by teachers, parents and community;
4. To assess the relationship of students' attendance with the quality as indicated by repetition and drop-out rates, and achievement in examination results.

### **Methodology**

**Sampling:** The target population for the study was all students of government, local body, and private aided primary schools of West Bengal. The whole method of sample selection was organized on the basis of multi-stage random sampling from the schools having number of average absentees at least 35%. The primary schools selected in this manner for the state of West Bengal were total 310 having 50 urban and 260 rural schools (260 villages) from 12 Municipalities and 20 Blocks of 13 Districts (including Kolkata Metro) under four socio-cultural zones of West Bengal.



**Tools:** To conduct an extensive survey to estimate the attendance, drop-out, repetition and achievement rates of primary students of different category along with the school condition, opinions of the parents, members of the VEC/ WEC and community, six tools were developed in consultation with the experts of Ed. CIL, New Delhi – (a) School schedule, (b) Teacher Questionnaire, (c) School Observation Sheet, (d) Students Record Sheet, (e) Parents Interview Schedule and (f) Interview Schedule for VEC.

## **Analysis and Results**

### **1. School Infrastructure Profile**

It was found that 9.6 % of the rural primary schools and 9.4 % of the urban primary schools had the *pre-primary schooling facilities*.

The general scenario of *physical accessibility* of the primary and upper primary schools in West Bengal revealed that on an average, about 37 % of the primary schools were situated within the range of one km. from the nearest bus stop or railway station, but in the rural areas, only 29 % of the primary schools and 23 % of the upper primary schools were found situated within the distance of one km. from the bus stop/ railway station. Approximately, 27 % rural primary schools were located beyond the range of five kms from the nearest bus stop/ railway station. But in the urban areas, 78 % primary schools were situated within one km from the bus stop/ railway station. Only 2 % rural primary schools but no upper primary schools were found beyond the range of five kms.

In respect to *working days in schools*, it was found that the average number of working days in primary schools (235.2 days) was found against the state norm of 248 days of school working days. It was also noticed that school working days in rural areas were slightly better in comparison with the urban schools. On an average, almost one-third of the *teaching days lost* mainly due to *bad weather* and that were 4.1 and 4.8 days respectively for rural primary, urban primary schools. The impact of the *natural calamity* on the school working days was found minimum of 1.4 % only out of the total lost teaching-days. But schools were found closed more than two days on an average due to other various reasons.

It was found that rural *school houses* were more *pucca* than the urban schools. 72 % of the rural primary schools and 66 % urban primary schools were running in *pucca* houses. Apart from that 4 % rural primary schools and 3 % urban upper primary schools were found running in *kuchcha* houses. It is significant to note that almost one per cent rural primary schools were running in the *open space or under the trees*. In West Bengal, almost 80 % urban primary and 42 % rural primary schools have good approach roads. *Clear and well kept surroundings* were noticed in almost 63 % schools of the state, out of which urban schools were slightly better (65 %) than the rural schools (62 %). In respect to adequacy of *furniture for students in schools*, on an average only 44 % schools had the same and only 32 % rural schools were equipped with the adequate furniture. It was also found that 50 % urban primary schools had no sufficient furniture for students. Regarding the provision of *safe drinking water in schools*, only 64 % schools had the provision. The minimum provision was found in the urban primary schools (58 %).

Conditions of *school buildings* revealed that maximum number of schools (40%) needed minor repair of school building. It was found that 36 % urban primary schools and 20 % urban upper primary schools were well maintained. But 45 % rural primary schools require minor repairing works and 31 % schools of the state need major repair. About 40 % schools of the state found *classrooms with adequate space* and 40 % schools had some of the classrooms *overcrowded* and that was found almost 50 % in rural schools. All the classrooms of 15 % rural primary schools and 13 % urban primary schools were found *over crowded*. Almost 61 % classrooms of the schools in West Bengal were *well ventilated with sufficient natural light*. About 12 % schools were *not well ventilated and not with natural light*. 63 % rural schools were found *well ventilated with natural light*, on the other hand, 14 % urban schools were *not well ventilated*. In 68 % schools of the state *toilets* were found *available and used* by the students, and *separate toilets for girl students* were *available and used* in 58 % of the schools. *Toilets* were available and used in 66 % urban primary and 65 % rural primary schools. About 17 % schools though had the *toilets* but were *not used* by the students and there was *no toilet* in 15 % schools. Toilets were not found in 21 % rural primary and 20 % urban primary schools. In the primary level, 49 % rural primary and 40 % urban primary schools had *no separate toilet for girls*.

It was found that classes were held in 2.93 *classrooms* on an average including *verandah* per primary school. Average numbers of students per school attending classes were 109.3 at the primary level. Furthermore, 17.8 students per primary schools were found attending classes in *verandahs*. Furthermore, on an average 0.9 students per primary school were found attending classes in the open space under the trees.

Regarding *availability and use of learning equipments*, it was found that science kits were available and used in 44 % primary schools. In 18 % primary schools science kits were found available but not used by the students. But no science kit was available in 38 % primary schools of West Bengal.

## **2. Teacher Profile**

Number of *teachers required and in position* in different schools in the State was as on September 30, 2005, out of 3.28 required teaching posts per primary school according to the state norm, on an average 2.92 posts were filled up with 2.75 regular teachers and 0.17 Para-teachers. Among them female regular teachers and female Para-teachers were 30.63 % and 12.82 % (out of total Para-teachers) respectively. Similarly, as on September 30, 2006, out of 3.51 required teaching posts per primary schools according to the state norm, on an average 2.95 post were filled up with 2.79 regular teachers and 0.16 Para-teachers. Among them female regular teachers and female Para-teachers were 25.83 % and 20.3 % (out of total Para-teachers) respectively. It was found slight increase in teacher position during a year.

The overall *male-female teacher ratio* in the state was 65:35. In rural primary schools, the ratio was 80:20, but in the urban primary schools that was 40:60. The overall *regular – Para-teacher ratio* was found 95:5. Overall status of teachers on leave was found 0.6 %. During the three visits, out of total 766 teachers in position in the rural primary schools, over all *presence of the teachers* were 732.5 (95.5 %) on an average with a gap between first period and last period of one teacher.

More than half of the elementary teacher population (51 %) belonged to the *age group* 45 to 60 years. It was further found that 44 % of the primary teachers and 50 % of the urban primary teachers were found very senior between the age group 45 to 60 years. About 35 % teachers were found between the age group 30 to 45 and the age group of rest of the teachers belonged within 30 years were only 19 %.

Almost half of the primary teachers (48 %) had the *academic qualification* of higher secondary (10+2) level. There was no post-graduate teacher in the urban primary schools but 3 % rural primary teachers had the post-graduate qualification. Regarding *professional qualifications*, it was found that 17 % primary teachers had no professional training. In the rural primary schools teachers were mostly with nursery training (35 %) and JBT (37 %) and in the urban primary schools those were 30 % and 36 % respectively.

In connection with the *time usually taken by teachers to reach schools*, it was found that almost 43 % teachers could reach the school within half an hour but about 11 % teachers were commuting daily for more than two hours to reach their respective schools. It may further be noted that about 75 % rural primary teachers and 78 % urban primary teachers could reach their respective schools from their homes within an hour.

## **3. Community Profile**

*Parents* of a total of 3950 *low-attending students* (with below 65% attendance) were interviewed, whose average age was 9 years or more. It was also found that in the primary level 45% respondents were female. But in the rural areas, female parents were 41 %. The average social group wise distribution of interviewee parents were 41 % for others, 23 % for MM, 22 % for SC, 3 % for OBC and 3% for ST at the primary level.

The profile of the *VEC members* who responded regarding attendance of the school children indicate that out of total respondents of 388 VEC / WEC / SMC members, approximately 25 % at the primary level female respondents and that was 28% at the urban primary level. Almost 39 % respondents at the primary level were chairpersons of the concerned VE Cs and the rest were only members.

## **Objective-wise Analysis**

## 1. Students' Attendance on the Basis of Actual Counting

**Table 1: Students' attendance (%) as per head count at primary level**

Class	Visit	Student enrolled	No. of students present in		Average attendance in a day (%)			Difference in attendance
			I <sup>st</sup> half	2 <sup>nd</sup> half	I <sup>st</sup> half	2 <sup>nd</sup> half	Overall	
I	First	12295	8650	8677	70.4	70.6	70.5	0.2*
	Second	12295	9000	8941	73.3	72.7	73.0	0.6
	Third	12295	9095	9077	74.0	73.8	73.9	0.2
	Average	12295	8915	8898.3	72.6	72.4	72.5	0.2
II	First	9454	6831	6909	72.3	73.1	72.7	0.8
	Second	9454	7114	7066	75.5	74.7	74.9	0.5
	Third	9454	7287	7229	77.1	76.5	76.8	0.6
	Average	9454	7077.3	7068.0	74.9	74.8	74.9	0.1
III	First	9051	6674	6717	73.7	74.2	73.9	0.5*
	Second	9051	6659	6825	73.6	75.4	74.5	1.8
	Third	9051	6810	6923	75.2	76.5	74.8	1.3*
	Average	9051	6714.3	6821.7	74.2	75.4	74.8	1.2*
IV	First	9362	6797	6853	72.6	73.2	72.9	0.6*
	Second	9362	7097	7217	75.8	77.1	76.8	1.3*
	Third	9362	7210	7351	77.0	78.5	77.8	1.5*
	Average	9362	7034.7	7140.3	75.1	76.3	75.7	1.2*
Total	First	40162	28952	29156	289.0	291.1	290.0	1.1*
	Second	40162	29870	30049	298.2	299.9	299.2	1.7*
	Third	40162	30402	30580	301.4	305.3	303.3	3.9*
	Average	10040.5	7568.9	7929.3	74.2	74.7	74.5	0.5*

\*Increased in the second half

Table 1 shows students' enrolment and attendance as per head count of the primary students during three unannounced visits of the schools under study both in first and last hours of the schools. In respect to enrollment no change was noticed during the three visits but attendance rates gradually increased with the number of visits almost in each of the classes. It was found that 12,295, 9,454, 9,051 and 9,362 students were enrolled for classes I, II, III and IV respectively in 310 primary schools. The overall average attendance rates in first halves of three visits for different classes were found 72.5 %, 74.9 %, 74.8 % and 76 % for classes I, II, III and IV respectively, whereas the second half average attendance rates were 72.4 %, 74.8 %, 75.4 % and 76.3 % respectively for the same classes. It indicated a gap in presence of students in the classrooms between the first half and second half of the school hour, ranging from 0.2 % to 1.2 % with a trend of presence of more students in classes III and IV in the second half of the school hour.

## 2. Difference in Attendance Rates with regard to Gender and Social Groups

**Table 2: Students' presence (%) with regard to gender and social groups at the primary level**

Class	Visit	Students found present (%) in first hour						
		Boys	Girls	SC	ST	OBC	Others	MM
I	1 <sup>st</sup>	68.4	72.3	68.7	67.1	79.9	79.2	64.7
	2 <sup>nd</sup>	71.2	75.3	71.3	70.6	74.8	80.4	69.7
	3 <sup>rd</sup>	71.4	76.7	71.4	72.3	82.5	80.5	70.9
II	1 <sup>st</sup>	72.6	71.9	69.7	71.2	81.8	82.0	61.1
	2 <sup>nd</sup>	75.9	74.5	73.7	72.8	85.0	83.3	65.7
	3 <sup>rd</sup>	77.2	76.9	75.1	73.3	85.0	85.6	68.1
	1 <sup>st</sup>	71.3	76.3	70.4	66.2	80.5	85.9	67.8

III	2 <sup>nd</sup>	70.5	76.7	72.0	64.0	84.1	79.4	71.7
	3 <sup>rd</sup>	75.1	75.4	74.9	65.3	83.7	79.6	73.8
IV	1 <sup>st</sup>	71.7	73.6	69.6	66.8	81.3	81.5	67.5
	2 <sup>nd</sup>	75.1	76.5	74.2	67.1	75.4	84.5	71.2
	3 <sup>rd</sup>	77.5	76.5	74.4	70.6	79.5	85.0	73.2
Total	1 <sup>st</sup>	71.0	73.5	69.6	68.5	80.9	82.2	65.3
	2 <sup>nd</sup>	73.2	75.8	72.8	68.6	79.8	81.9	69.6
	3 <sup>rd</sup>	75.3	76.4	73.9	70.4	82.6	82.7	71.5
Average		73.2	75.2	72.1	69.2	81.1	82.3	68.8

Table 2 represents the *students' presence with regard to gender and social groups* along with their enrolments in different classes of primary level. It was found that on an average the attendance ratio of boys and girls was 73:75, i.e., more girl students were found attending primary schools than the boys. According to social groups, the primary students of others category were attending classes at a maximum (82 %) rate, whereas the MM students were at the lowest (69 %) rate. The attendance rates of SC, ST and OBC groups were 72 %, 69 % and 81 % respectively.

The *urban-rural variation in attendance* is given in Tables 3. Table indicates that out of 6,990 urban primary students, the average attendances were 64.8 % (as per attendance register) and 65.8 % (as per head count) and out of total 5,957 rural primary students those were 70% (as per attendance register) and 76% (as per head count) respectively. Thus, there were gaps between the records of attendance register and the actual head count in the primary schools of both the rural and urban areas with a distinct indication of increase in attendance through head counts with the school visits. It was further found that attendance rates in rural primary schools were better (75.9 %) than the urban schools (65.8 %).

*Seasonal variations in the attendance rates* are given in Table 3. During the academic session 2005-06, it was found that the average attendance of the primary students varied with the months and seasons. Out of total 40,162 students, maximum number of students attended schools in the month of February, the month of annual examination and minimum was in June. In the mid-session, that was found maximum in September.

**Table 3: Average Attendance (%) of students across the areas at primary level**

Area	Class	Enrolment (2006-07)	Total Average Attendance (2006-07)	
			As per attendance register	As per head count
Urban	I	2028	57.3 %	59.2 %
	II	1647	67.1 %	68.0 %
	III	1646	66.7 %	66.9 %
	IV	1669	68.1 %	69.2 %
	<b>Total</b>	<b>6990</b>	<b>64.8 %</b>	<b>65.8 %</b>
Rural	I	10267	65.8 %	75.1 %
	II	7807	72.6 %	76.3 %
	III	7405	74.7 %	75.8 %
	IV	7693	68.7 %	76.4 %
	<b>Total</b>	<b>5957</b>	<b>70.45 %</b>	<b>75.9 %</b>
Urban + Rural	I	12295	64.4 %	72.5 %
	II	9454	71.7 %	74.9 %
	III	9051	73.3 %	74.8 %
	IV	9362	68.6 5	75.2 %
	<b>Total</b>	<b>40162</b>	<b>69.5 %</b>	<b>74.5 %</b>

**Table 4: Average attendance in different months of the academic session 2005-06**

Class	Months* (2005-06)										Average monthly attendance
	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	
I	1778.4	6714.5	7553.0	8017.1	8019.7	7979.4	7650.5	7793.5	7848.1	7998.9	7655.7
II	6353.1	6266.0	6436.3	6594.9	6663.8	6565.0	6568.9	6587.1	6484.4	6471.4	5847.4
III	6316.7	6514.3	6362.2	6589.7	6487.0	6329.7	6401.2	6457.1	6617.0	6705.4	6477.9
IV	6039.8	5909.8	6193.2	6273.8	6420.7	6173.7	6247.8	6440.2	6485.7	6457.1	6264.7
<b>Total</b>	<b>6422.0</b>	<b>6351.8</b>	<b>6636.5</b>	<b>6869.2</b>	<b>6897.8</b>	<b>6762.6</b>	<b>6717.1</b>	<b>6819.8</b>	<b>6858.8</b>	<b>6908.2</b>	<b>6561.1</b>

Months\* = as per academic session

### 3. Reasons for Students Missing Classes and Remaining Absent

Out of total 388 schools, headmasters of 334 schools of different category had reported about the *periodic low attendance* in their respective schools. According to the observations of head teachers, the main reasons of periodic low attendance of primary students were mainly *illness or health related problems* (68 %), *lack of interest in studies* (51 %), *being engaged in household works* (42 %), *parents' lack of interest* (33 %), and *participation in social and religious functions* (33 %). On the other hand, teachers had given different *reasons for low attendance* of students. According to them four main reasons for low attendance of the primary students of rural and urban areas were found *parents' lack of interest for children's education* (66%), *students' involvement in household works* (65%), *students' engagement in wage earning activities* (56 %), and *poor learning ability of children* (41%).

**Table 5: Family's responsibilities as cause of low attendance as per parents' perception (%)**

Reasons	Frequency	Primary level					
		Rural		Urban		Total	
		<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Household responsibilities	Frequently	289	11.5	38	5.8	327	10.3
	Sometimes	653	26.0	115	17.6	768	24.2
	Rarely	925	36.7	158	24.2	1083	34.2
Involvement in earning activities	Frequently	223	8.9	21	3.2	244	7.7
	Sometimes	450	17.9	96	14.7	546	17.2
	Rarely	381	15.1	54	8.3	435	55.8

Table 5 shows the *parental perception* regarding family's responsibilities as cause of low attendance. Parents engaged their children for *household responsibilities* frequently only in 6 % to 13 % cases. Of course, children are sometimes engaged in some family activities in 18 % to 26 % cases. Approximately, 34 % primary students were to take some family responsibilities. Also in respect to *involvement in earning activities*, children are frequently engaged only 3 % to 11 % cases, sometimes engaged in 17 % 23 % cases and rarely engaged in 8.3 % to 19.8 % cases. But as a whole, it was found that 56 % of primary students were engaged in earning activities in any form.

**Table 6: Common reasons for students remaining absent as per VEC members**

Reasons	Primary level					
	Rural		Urban		Total	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Their families move to some other place for work	53	20.4	7	14	60	19.4
They spend time on agricultural and other family business	167	64.2	42	84	209	67.4
They have to look after siblings/ household work	189	72.7	36	72	225	72.6

at home						
They are required to work on wage earning activities	176	67.1	27	54	203	65.5
School lacks some basic facilities	35	13.5	4	8	39	12.6
Teaching is not done in a language which they understand	6	2.3	2	4	8	2.6
They do not find the school attractive	12	4.6	3	6	15	4.8
Parents are indifferent to their education	107	4.1	14	28	21	39.0

Common reasons for students remaining absent as perceived by VEC members are given in Table 6. According to them, the most important four reasons were (i) *Children have to look after siblings/ household work at home* (73 %), (ii) *children spend time on agriculture and other family business* (67 %), (iii) *children are required to work on wage earning activities* (66%) and (iv) *parents are indifferent to the education* for primary (39 %) students. The other reasons that compelled children to remain absent from schools were found – (i) *Their families move to some other place for work*, (ii) *School lacks some basic facilities*, (iii) *They do not find the school attractive*, and (iv) *Teaching is not done in a language which they understand*.

#### 4. Relationship of Students' Attendance with Quality Indicators

The study was designed to assess the relationship of students' attendance with the quality as indicated by repetition and drop-out rates, and achievement in examination results.

Table 9 represents the enrolment, repeater and drop-out rates in different classes of primary level during the session 2005-06. Out of total 39,862 enrolled students in the primary level, on an average 90 % student promoted to next respective classes having approximately 7 % repeaters and 1 % drop-outs. But the class I depicted the worst situation, where out of total 9,485 enrolled students, almost 1 % students were dropped-out, 2 % left for other schools, 16 % were repeaters and only 81% were promoted.

**Table 7: Enrolment, repeaters and dropout in different classes at primary level**

C L A S S	No. of students enrolled in 2005-06			Number out of total enrolled children in 2005-06 who							
				are still in school				left the school			
	A	B	C	D		E		F		G	
	As on 30. 9. 2005	After 30. 9. 2005	Total	Promoted to next class		Repeated the same class		to join other school		Discontinued studies	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
				{(D/C)*100}		{(E/C)*100}		{(F/C)*100}		{(G/C)*100}	
<b>I</b>	11628	78	<b>11706</b>	9485	81.0	1855	15.8	254	2.2	112	0.9
<b>II</b>	9340	40	<b>9380</b>	8737	93.1	430	4.6	149	1.6	64	0.7
<b>III</b>	9442	17	<b>9459</b>	8826	93.3	413	4.4	137	1.4	83	0.9
<b>IV</b>	9307	10	<b>9317</b>	8696	93.3	341	3.7	188	2.0	92	1.2
<b>Total</b>	<b>39717</b>	<b>145</b>	<b>39862</b>	<b>35744</b>	<b>90.2</b>	<b>3039</b>	<b>7.1</b>	<b>728</b>	<b>1.8</b>	<b>351</b>	<b>0.9</b>

**Table 8: Attendance records of students at primary level**

Primary level						
Total working days in the year 2005-06: 235.2						
Class	Enrolment			Attendance (%)		
	R	U	Total	R	U	Total
<b>I</b>	9699	2007	11706	48.3	59.8	54.0

<b>II</b>	7567	1813	9380	45.2	59.2	52.2
<b>III</b>	7666	1793	9459	52.0	55.7	53.9
<b>IV</b>	7728	1589	9317	49.6	62.2	55.9
<b>Average</b>	<b>32660</b>	<b>7202</b>	<b>39862</b>	<b>48.8</b>	<b>59.2</b>	<b>54.0</b>

Tables 8 indicates that 10,927 students appeared in the last terminal examination of primary level (Class IV), but only 6,042 students, i.e., 55.3 % students had obtained 50 % or above the 'B' grade marks. The table further reveals that the average attendance rate of primary level was only 54 %, and that was lowest in class II (52 %) and highest in class IV (56 %).

To explore the relationship between students' attendance and quality indicators, statistics of simple correlations were computed for each class with significance levels. The relationship of students' attendance rate as independent variable with school level (a) repetition rate and (b) dropout rate, following quality variables were considered:

- i. Location of school (Rural/ Urban);
- ii. Students' Attendance Rate;
- iii. Dropout Rates;
- iv. Repeater Rate;
- v. Students' Achievement Rate securing 50 % or more marks at the terminal class (IV) of primary stage.

From Table-8, it is interesting to note that there is a general negative impact of students' attendance on both the repeater rate and dropout rate in respect of all classes from I to IV. That means repeater rate and dropout rate were decreased with the increase in attendance rate and thus that may also be reversed with the absence. Class I in the primary level showed the higher profile of significant negative association between attendance and both the repeater rate and dropout rate. Significant negative relationships between attendance and dropout rates were also found as a whole for all classes of the primary level.

**Table 9: Class-wise correlation of students' attendance with repeater (RR) and dropout (DR) rates**

Class	Repeater Rate			Dropout Rate		
	Rural	Urban	Total	Rural	Urban	Total
<b>I</b>	-.099	-.165*	-.173*	-.765**	-.140**	-.808**
<b>II</b>	-.072	-.063	-.077	-.112*	-.237**	-.159**
<b>III</b>	-.162*	-.045	-.104	-.100	-.115*	-.113*
<b>IV</b>	-.111	-.082	-.128	-.073	-.120*	-.179**

\*\*Significant at 0.01 % level; \* Significant at 0.50 % level

### Findings

1. General infrastructural facilities of the primary schools in West Bengal need due attention, especially in respect to accessibility within one km, approach road, housing condition, providing safe drinking water in urban areas, classroom conditions, separate toilet facilities for girls etc.
2. General teaching-learning facilities may further be improved by introducing pre-primary schooling facilities, removing the shortage of teaching posts, controlling teachers' absence in schools and proper uses of science kits, mathematics kits and library.
3. The gender biased teacher profile should be balanced and on service training program for teachers in general is required for effective teaching.
4. In general, students' attendance should be increased to ensure the quality of education and for that purpose special attention be given in class I, girl students and MM students.
5. To minimize the students' absence in schools proper attention to be given to the student health care issues and to control the engagement in house hold works along with the engagement in wage earning or agriculture activities.
6. As quality of education is highly correlated with the students' attendance, endeavor to be taken for promoting attendance rates of the students particularly for girls, MM, disabled and rural students.
7. Strengthening roles of VECs/ managing committees, monitoring system and community

awareness the attendance rate of the students as well as the goal of quality primary education may be achieved.

### **Conclusion**

In conclusion, it may be stated that in spite of our committed efforts to achieve the goal of EFA by 2010, still we are lagging behind in respect to many of our targets. The Eleventh Five-Year plan has been completed and the Twelfth Five-Year Plan is now ready to implement. At this transitional period the present study in respect to West Bengal is crucial for identifying some issues regarding our strengths and weaknesses of the ongoing SSA program. A number of significant findings have been emerged out of the present study. But it is found that in spite of several limitations, there are some positive trends too. It is observed that a thrust for education has been emerging throughout the State across all levels of the community including the marginalized groups like, girls, MM, SC, ST, OBC and poorer students and thus as a result a large number of first generation learners are now growing rapidly in our primary schools. The next important task is to retain them in schools. The requirements of this new generation learners are probably quite different from the past. It is a new challenge to our whole elementary education system. To cope up the challenge, some limitations have been identified in our education system in the present study, but most of those can be solved with the changed perception and positive attitude. A good number of teachers, parents and VEC members are very much aware about the situation and they are eager to do something with positive mind-set. A joint balanced administrative support with teachers, VEC members and experts is now required to develop strategies to solve the problems on priority basis. A modified teacher education program for the pre-service and in-service teachers to achieve the goals of SSA is also required to be developed. In fine, a collective and committed approach with government, non-government and overall community is required to speed up this journey to reach the goal.

### **References**

- Batra, S. (2006). *Equity in Education in India: A Distant Dream or an Elusive Reality*, Centre for Education, Action & Research, New Delhi p. 12.
- Department of Human Resource Development (1986): *Challenge of Education: A Policy Perspective*, Government of India, New Delhi
- Dreze, J & Sen, A. (1997). *Indian Development: Selected Regional Perspective*, Clarendon Press, Oxford, pp. 45-46.
- GoI (2001); *The Census Report*, New Delhi.
- Government of India (2002); *National Human Development Report, 2001*, Planning Commission, GOI, New Delhi.
- Government of West Bengal (2002); *Report of the West Bengal District Primary Education Programme (2000-2001)*, WBRPSUS, Kolkata.
- Government of West Bengal (2003); *State Plan of Action for Children, Women & Child Development and Child Welfare Department*, Kolkata, pp.23-25.
- Govinda, R. & Varhgese, N.V. (1992); *Quality of Primary Education: An Empirical Study*, Journal of Educational Planning and Administration, Vol. VI, No. 1, 17-35.
- Rustagi, P and Mehta, B. S. (2006); *Profile of Indian Children: Secondary Data Analysis*, Seminar Paper, Universalizing Elementary Education in India: Challenges, Experiences and Emerging Policy Issues, Institute for Human Development, New Delhi
- UNICEF, Department of Women and Child Development (2001): *First Periodic Report of the Convention on the Rights of the Child*, Ministry of Human Resource Development, Government of India and UNICEF New Delhi, pp. xix-xxv.
- Chattopadhyaya, B. (2000): *Status Report of the State Convention 2000 on Education Right*, West Bengal Education Network, Kolkata, pp.1-6.
- NCERT (2004); *All India Educational Survey, 2003-04*, Government of India, New Delhi
- Planning Commission (2002): *Tenth Five-year Plan, 2002-07*, Government of India, New Delhi
- PROBE (1999): *Public Report on Basic Education*, Oxford University Press, New Delhi.
-



## QUALITY EDUCATION-A COMMITMENT OF 21<sup>ST</sup> CENTURY

---

Dr. R.R. Senapati, Principal, Stewart school, Bhubaneswar

### Abstract

*Quality education is a challenge of 21<sup>st</sup> century for all sector of education. The Christian mission in Odisha has a tremendous service to make education available and accessible particularly to socially disadvantaged section of the state. Keeping pace with the shift of education from transmission of knowledge to nurturing a holistic development as a focus in education, the Christian mission schools have rather a meaningful journey. Thus, the paper will dealt with educational enterprises of Christian missionaries in the state of Odisha from 1947 onwards. The study ascertained the growth and development of educational institutions under three major Christian denominations- the church of north India (CNI), Roman Catholic mission (RCM) and Jeypore evangelical Lutheran church (JELC). The study is based upon descriptive type survey to different location of Odisha. Historical data were gathered from primary and secondary sources. The questionnaires incorporated check list, rating scale, general information and open set and closed set opinion. The study concludes that the mission educational institution found a new fillip to prosper and progress in their educational mission under the new c constitutional provision to keep pace with changing needs and aspirations of the society and nation.*

---

### Missionary Education in Orissa (1822-1947)

During the nineteenth and twentieth century's missionaries of various denominations worked in Orissa. They were (i) Baptist Missionary Society, (ii) American Free will Baptist Mission, (iii) Schleswig Holstein Evangelical Lutheran Mission, (iv) Canadian Baptist Mission, (v) Grosner Evangelical Lutheran Mission, (vi) Evangelical Missionary society, and (vii) Roman Catholic Mission.

But the early Baptist Missionary Society was most active among them. Though their main objective was to preach Christian faith, they undertook humanitarian works and they played a major role in educating the Oriyas. The then poor socio-economic condition of the Oriyas, multiplied by educational backwardness, became the centre of focus for missionaries to carry out their activities in Orissa. Their activities deeply influenced socio-cultural life of the people of Orissa.

The two Christian missionaries, William Bampton and James Pegges along with their wives arrived at Pattamundai in coastal Orissa; thereafter they travelled in a Palinquin and reached Cuttack on 12<sup>th</sup> February, 1822.

During the first half of the 19<sup>th</sup>, century Orissa was under Maratha rule. But the easy English victory over the Marathas was due to inadequate number of Maratha troops in Orissa, Superior English artillery under the dynamic generalship and rivalry among the rulers of Orissa. The Raja of Khurda (Puri dist.) accepted bribe of one Lakh rupees from the English to help them in capturing Puri.

During the pre-British period there was no specific policy on general education in the province. Lack of political stability had led to lawlessness; the ruling chiefs were accumulating riches. As a result education was much neglected. The Maratha rule in Orissa was "Pre-eminently rapacious and selfish, cruel and unscrupulous.

Peary Mohan Acharya in his "History of Orissa" had stated that during the Maratha rule, Oriyas were not appointed in State Service. They had not yet mastered the skill of writing in paper. It was noticeable, when the British occupied Orissa in 1803, there was not a single Oriya working as a Government employee. The language of the courts and public offices was Persian. In 1805, the Government ordered all written communications with the natives of province be done in Oriya as well as in Persian language. This order required the employment of Oriya Muharirs. Since most of Oriyas had no educational qualification and lacked experience they were not competent enough to handle the new English method of revenue accounts. Therefore, the Bengalis who had settled in Orissa and had become naturalized Oriyas acted as substitutes and monopolized these appointments. In 1821, the Magistrate reported, scarcely a single Oriya receives a salary more than Rs.10 per mensum, but several are naturalized Bengalis or Mussulmans, I always give a preference to Oriyas, but at this moment, I scarcely know a single Oriya possessing qualifications to fit him for being a Common Muharir.

Until 1836, no school worthy of name existed except two or three within the circles of missionary influence. Sir William Hunter wrote:

“Throughout the length and breadth of the province with its population of two and half million of souls, all in darkness and superstition. Here and there, indeed a Pandit taught a few lads Sanskrit in a corner of some rich landholder’s mansion, and larger villages had a sort of hedge school, where half a dozen boys squatted with the master on the ground, forming the alphabet in the dust and repeating the multiplication table in Parrot-like sing song. Anyone who could write a sentence or two on a palm leaf passed for a man of letter.”

It was in 1838, that for the first time, the Government became interested in education in Orissa. During the Governor –Generalship of Lord William Bentinck, English Education in India received a great impetus. On the eve of transfer of the power to the crown in 1835, education in Orissa was extremely backward condition, more backward than in any other division of Bengal. English education had become firmly established in Bengal and Bihar but not in Orissa. For a long time the British East India Company did not take any interest in shouldering responsibility for the development of education in Orissa.

The British East India Company being a commercial organization remained indifferent towards the promoting of education. When the administrative machinery increased, their objectives underwent transformation. Then they formulated policies to educate the people of influenced Indians for higher posts under Government and thereby won the confidence of the Upper Classes and consolidated its rule in India. In the words of Lord Macaulay. We want a class of persons, Indian in blood and colour, but English in taste, in opinion, in morals and in intellect.

The arrival of the Baptist Missionaries in Orissa brought a new light of hope in social and political sphere. Since the Baptist Missionaries played a vital role in educating the Oriyas, they remained pioneers in the field of Education in Orissa. Till 1838, there was not a single government school, whereas missionaries had run several schools in Orissa. W.W. Hunger writes:

“The missionaries have been the pioneers of popular education in Orissa, as indeed, everywhere throughout Bengal. Their labours date from 1822, and during this period they have not only made a small population of converts, but they have, by schools and printings presses, introduced a new literature into the district capitals of Cuttack and Balasore”. Despite all odds and evil, the Missionaries in Orissa had left no stone unturned for laudable work mostly in the field of expansion and promotion of education for which they definitely deserve eulogy.

#### **Rationale of the Study**

**Dwibedy** (1983) had done a study on British educational policy in Orissa, of the period 1803-1936. The major findings were: (i) The Downward filtration theory of Maculay did not operate successfully in Orissa, (ii) British educational policy was affected by immigration of Bengalis to Orissa, (iii) Oriyas were deprived of opportunities for participating in the administration of the state, (iv) The Government failed to develop the type of education essential for the rural people of India, (v) The evangelical work of the Baptists led to the beginning of Western education in Orissa, (vi) They were more progressive with regard to women education, establishment of printing press and preparation of textbooks,(vii) The evolution of Western education helped in revolutionizing the social, economic and political condition of the people and (viii) The Oriyas became enlightened and bold enough to demand for creation of a separate province for the Oriyas and grant of provincial autonomy. **Pati** (1984) made a study on Orissa during the British period on system analysis of constraints, resources and trends of education. The study depicts that (i) The British administration committed a serious mistake by completely overthrowing indigenous education in Orissa in the beginning of their rule; (ii) Missionary activities were a mixed blessing for the expansion of education in the province. **Mohapatra** (1988) made a study of the development of primary education in the Orissa division of the Bengal Presidency from 1803-1903. The major findings were: (i) English education was introduced in 1835. Missionaries were the pioneers in the field, (ii) The first native school was established in Cuttack in February 1883 by the Baptist Mission, (iii) The severe famine of 1836 to 1838 devastated Orissa and left a large number of orphans who were handed over to the Missionary societies; (iv) the British established a well circulated primary educational administration. **Behera** (1988) Growth and development of education under Baptist Missionaries in Orissa (1822-1947). The major findings were: (i) The Baptist Missionaries were pioneers of

spreading education in the early part of nineteenth century in Orissa; (ii) The East India Company did not encourage the idea of spreading Christianity in India. On the other hand, they at times even passport to many missionaries, (iii) The missionaries established primary and middle schools in different mission stations, including both towns and villages, (iv) The progress of secondary education in Orissa even after the Wood's Dispatch had been slow. At that time, missionary high schools were given special treatment, (v) The missionaries gave much importance to female education and tribal education, (vi) The mission had its own pattern of administration for the smooth functioning of educational institutions, (vii) Both curricular and co-curricular activities were effectively and efficiently organized in mission schools, which brought honour and glory to these institutions as per the reports and remarks of distinguished visitors and inspectors and (viii) Evangelization was not the only purpose of education. **Channappa** (1984) conducted a critical evaluation of the Missionary methods employed by the Schleswig Holstein Evangelical Lutheran Mission Society, West Germany, in the Koraput district of Orissa, 1882-1982. Some of the major findings were : (i) The mission work of Jeypore Evangelical Lutheran Church was started in the year of 1882, (ii) The Christian Missionaries rendered valuable service and did a considerable amount of spadework for the spread of education, (iii) Religious education was the part of general education, (iv) Only high caste and rich people of the town were benefited by the government schools, so the missionaries took care of the low caste and poor children, and (v) They also paid much attention to the development of literature. **Das** (1997) conducted a study on the role of private enterprise in the spread of education in Orissa during British period. The study indicates that during the nineteenth century, the missionaries were the only agency to conduct educational activities in Orissa and they were the torch bearer in guiding India as well as Orissa in the sphere of modern education. **Mohapatra** (1980) conducted a study on the contribution of Christian Missionaries to the Oriya literature in the nineteenth century. The major findings were: (i) Baptist Missionaries were the pioneer of the modern and women education in Orissa, and (ii) They brought out a high status to Oriya literature and grammar. **Dhall** (1994) conducted a study on "The British Rule: Missionary activities in Orissa" (1822-1947). The major findings were: (i) There was no specific policy for general education in the province during the pre-British period, (ii) The British Baptist Missionaries of Orissa remained pioneers in the field of education, (iii) They took the leading role in establishing educational institutions and the modern printing press, (iv) Due to lack of resources, the missionaries were less successful in handling secondary education as they were mostly involved in the elementary education, (v) Vocational education got a firm place in missionary education in Orissa, (vi) Christian missionaries championed the cause of female education in India as well as in Orissa in the early part of the nineteenth century, (vii) They were guiding spirit of English education in Orissa, (viii) They had started adult literacy, program, tribal education and normal schools for teacher training, and (ix) Missionary education did not contribute much towards the building of a strong middle class in Orissa.

The present paper titled **Quality Education – a commitment of 21<sup>st</sup> century** is an outcome of the doctoral studies on "A Critical Assessment of Educational Enterprises of Christian Missionaries in the state of Orissa from 1947-1997". Thus, the paper has dealt with educational enterprises of Christian missionaries in the state of Orissa from 1947 onwards.

#### **Objectives of the Study**

- (1) To ascertain the number and position of the educational institutions run by Christian Missionaries at the time of independence,
- (2) To study the growth and development of educational institutions managed by Baptist Missionary Society from 1947 to 1997,
- (3) To study the growth and development of educational institutions managed by Jeypore Evangelical Lutheran Church Missionary from 1947 to 1997,
- (4) To study the growth and development of educational institutions managed by Roman Catholic Missionary of the period 1947-1997,
- (5) To document the qualitative development of education made by the Missionary Societies during the period.
- (6) To identify problems pertaining to educational institutions run by Missionary Societies.

(7) To suggest measures for the qualitative and quantitative development of Missionary managed institutions in the State of Orissa.

### **Scope of the Study**

The present study has encompassed the role of Christian missionaries in the field of education, from the period 1947-1997. All educational institutions starting from pre-primary to higher level including vocational centers have come under the present study. The topic has covered the organizational, managerial, academic and legal elements, and unveil the problems and prospects of missionary-run educational institutions.

**Method of the study:** For this project the researcher has employed historical and survey methods for the purpose of data collection.

**Sample:** Since it is a historical research in the field of education, the entire state of Orissa comes under scope. The sample has been taken from the three mission organizations, namely, Baptist Missionary Society, Jeypore Evangelical Lutheran Church Mission and Roman Catholic Mission.

### **Source of data collection:**

(i) Documents, records, constitution, laws, court decision, executive and official orders, news papers and periodicals, etc. (ii) Physical objects : school buildings, photographs, certificates, records, maps, drawings, text-books, inscriptions , relics etc. (iii) Anecdotal record, opinions, archives, museums, gazetteers etc. (iv) Interview with personnel concerned with missionary activities. For collection of data information blank, interview schedule, data sheet and check list have been prepared and employed by the investigator.

### **Major Findings**

#### **1. Findings from the Historical Development:**

During Maratha rule in Orissa, there was no specific policy on general education. As a result education was much neglected.

The East India Company being a commercial organization remained indifferent to the promotion of education at their earlier stage of rule.

The arrival of Baptist Missionaries in Orissa, brought certain changes in socio-educational sphere in nineteenth in century. By 1947, one college two high schools, two Middle English schools, four middle vernacular schools, one hundred primary schools, one English medium school could be established in Orissa. The Baptist Missionaries took the lead –role in the field of girl’s education in Orissa. They established one high school, three Middle English schools three primary schools and one teacher training school for women in Orissa during pre-Independence period.

Missionaries started their educational activities in Orissa with the aim of evangelization. Education was employed as the finest tool, simply as means to as end. Basically, the missionaries started their work through education in Orissa mostly in three fields, such as: a) Evangelization (preaching), (b) Social change (teaching), and Social uplift (liberating). The nineteenth century was a witness to a great leap forward not only in missionary education but also in the field of educational expansion in Orissa as a whole. Missionaries were less successful in handling secondary education because they had given more weight to elementary education.

The primary aim of Missionary education was to teach the ideas of scripture. The teaching of Bible was done openly and it was transacted as part of curriculum. Moreover character formation was highly emphasized in Pre-Independence period. The teachers were mostly committed to their religious call and high academic activities. Management was also equally dedicated fulfill the purpose of the institutions. The public believed that most of the Christian institutions not only offered higher standard of academic instruction but also insisted on disciplined way of life and character formation. Although the East India Company showed very hostile attitude towards missionary educational enterprises in later part of its rule, it did not interfere educational activities of missionaries.

The denominational identity of Indian Christians had developed during the first-half of the 20<sup>th</sup> century. Under the impact of nationalism a serious thought was given to make church independent from the mission control. In corollary to this movement, Utkal Christian Church Central Council (UCCCC) could come into being in 1933, as a result of Indigenous Christian Movement in Orissa. With the attainment of independence, all the mission organizations got a new hope to prosper and progress in their educational activities under the constitutional provisions.

As India moved from colonialism to democratic welfare state, in parallel manner the Church of India moved from missionary control to a National control. Due to the formation of Church of North India, (CNI) in 1970, all the missionary institutions of UCCCC amalgamated with Church of North India. During the Post-Independence period, the Church of North India could establish very few educational institutions in Orissa due to financial stringencies. Although the Cuttack Diocese, CNI comprises sixteen revenue districts, educational activities were confined only to urban areas like Cuttack, Bhubaneswar and Berhampur. Educational service in rural and other revenue districts was mostly neglected. Even in the rural areas, people did not have assessed for reading and writing. The national goal, **Education for all** is yet to be attained through the church.

Education for women during last thirty years was far from the satisfaction. In the Doocese of Cuttack, CNI, English medium of education has been given more emphasis. Most institutions have been adopting elite- oriented approach. The Diocese of Sambalpur, CNI has given more emphasis on general as well as vocational education in Western Orissa. The Roman Catholic Mission has accelerated its educational expansion in Orissa to a great extent in quantity during the Post-Independence period.

To fulfill the 'Great Commission' of Jesus Christ, the Roman Catholic Missionaries have tried to employ education in three, fields i.e., preaching, teaching and liberating. They have given up their elite-deal of schooling and entered rural areas to help those people to come under the system of education. They aimed at uplift of oppressed, scheduled castes, scheduled tribes and people living in inaccessible parts of Orissa.

The highest number of educational institutions starting from primary to higher secondary level have been established in different villages and towns of Sundargarh district of Orissa by the Roman Catholic Mission. Since formal education system has failed to recognize local difficulties and ground realities, the Roman Catholic Missionaries have undertaken non-formal Education (NFE) projects with new strategies for over-aged, elderly earning members of the family, non-enrolled and drop-outs.

In 1995, the Roman Catholic Missionaries had started giving education to physically handicapped girls in Berhampur Diocese. Besides they have given more stress on women empowerment through separate curriculum. The Roman Catholic Missionaries have started educational activities for slum-dwellers and lepers in Bhubaneswar and Puri. Keeping in view of life in fullness (John 10:10, The Bible), the Roman Catholic Missionaries have given much importance to vocational training for boys and girls especially for drop-outs. Besides, they have introduced higher education sponsor scheme for needy Christian students. With special emphasis on total literacy campaigns, the Roman Catholic Missionaries have undertaken innovative steps to eradicate illiteracy at grass-root level in different districts of Orissa.

In the last fifty years, the dominant feature of the missionary educational institutions was an attempt at relating them for development and nation building. The mission educational institutions have aimed at forming leaders who are intellectually competent, morally upright, psychologically integrated, physically healthy and socially acceptable who will be able to champion the cause of justice, love and peace.

During Pre-Independence period the contribution of Jeypore Evangelical Lutheran Church to the development of education in Koraput district, has been appreciated. In the last fifty years (1948-1997) the Jeypore Evangelical Lutheran Church (JELC) has given more stress on secondary education. But women education, vocationalisation of education and English Medium of education have not been duly emphasized by the Church.

## **2. Legal Problems**

Missionary educational institutions are affected by administrative interference of Government and legal implications, during Post- Independence period. The government regulation became so overwhelming that people began to doubt weather Christian educational institutions have any special identity of their own. Disputes regarding the minority status of educational institutions are found which stand on the way of expansion of education by the Christian Missionaries. Inordinate delay is caused at Government level for issuing of No objection Certificate in favor of mission managed educational institutions even though all stipulated conditions are fulfilled by the mission agencies at the time of establishment of educational institutions. Irregularities in payment of salary and other

dues are common phenomena in aided mission schools. Moreover, aided school teachers are deprived of getting triple benefits. Inordinate delay at Government level in sanctioning approval for teacher's appointment made by the school managing committee. Old mission managed schools are asked to prove their state recognition.

**3. Organizational Problems** (as stated by Head teachers and Teachers) Mission values of Christian service are lost to certain extent. Only the mercenary and power values have come into prominence in certain educational institutions. Domination power is exercised rather than enabling power.

Sometimes unpleasant situation is created due to lack of proper planning, poor administration, partial and biased attitude of the authorities and Head teacher's inability to exercise his leadership. Moreover, administration is found to be more authoritative than participative in certain schools. Non-availability of suitable teachers in rural schools is a common problem.

In mission schools, Head teachers are the sole personnel to supervise the teaching and related activities of the school. Almost all English Medium Mission Schools remained uninspected by appropriate higher authority. But only for Oriya medium aided schools are inspected by the Government inspectors. The employees in English Medium Schools who have more substantial contribution to quality education remain dissatisfied on account of wide disparity in salary structure in any particular cadre i.e. PRT, TGT and PGT.

#### **4. Perception of Mission Schools**

Certain mission educational institutions do not have clear perception of their goal. They fail to fulfill the mission objectives. During Post-Independence period the Christian missionaries failed to maintain the missionary spirit in quality. Moreover, most of the teachers do not have commitment and dedication for the teaching profession. Private tuitions by the school teachers have further impaired the class room teaching.

There is a pervasive feeling that a large number of educational institutions laid more attention and weight on the success of students in Board / Council examinations. The guardians preferred to provide education to their wards in mission schools for special care, quality instruction, discipline inculcation of values in life, good command in English, adequate provision for integrated development of personality and conducive school environment.

Most teachers stated that they preferred to serve in mission Managed schools for healthy atmospheres, good discipline, and job satisfaction call for teaching ministry and for human touch. Some of the teachers stated since there were no bribery at the time of appointment and no transfer system they preferred missionary schools. Certain teachers did not get a chance in government schools hence they joined the mission schools.

Christian educational institutions are now no more in missionary identity but in minority status, as per the constitutional provision. Some of them gloat over their past inheritance and do not even realize that their future survival mostly depends very much on their quality and relevance to national needs.

#### **Recommendations:**

All the mission managed educational institutions can consider becoming agents of transformation in their society for creating a general awareness of equality amongst people, the dignity of an individual, empowering their students for life. Stress on empowerment of women in Orissa and create conducive environment for women participation in vocational, technical and professional education at different levels.

Integrated educational for the disabled has been consideration the call of the time. Hence, all the mission organization should work in this direction. Secondary education is the terminal point for students to begin new career in professional courses humanity and science. Hence, missionary organizations should give emphasis on secondary education by establishing more high schools.

Church should take it upon itself to impart vocational education to prepare students not only for identifying occupations are spanning several areas of activity after secondary stage but especially after class VII considering the dropout levels. on-formal flexible and need-based vocational programmes may be made available to rural youth, who have completed primary education, school dropouts, people engaged in work and unemployed or partially employed people.

All the mission organizations need to take initiative in starting need-based vocational courses in tertiary level to make the students employable in future. Facilities for students to study information technology should be made available not only in urban schools but also in rural schools.

There is an essential need for nurturing students, teachers and head teachers. Each one of them needs care and concern provided by dedicated missionaries. Thereof (i) Mission management should provide opportunity to Head teachers to attend various training programmes for enrichment of their content knowledge, methodology, evaluation techniques, administrative mechanisms and supervisory practices, (ii) Each diocese or mission central office may establish coaching centers, career guidance and counseling service centers to suit the need of modern period, (iii) Awareness programmes should be organized for Human Rights Education to sensitize students regarding their rights and duties towards society, (iv) In-service training programmes like refresher course, environmental protection, population education, adult education, functional literacy, training in teaching methodology, extension education etc. are to be organized by the mission organizations. Moreover, teaching staff are to be permitted to attend various professional up gradation programmes organized from time to time by the Government and different NGOs, (v) there is a paramount need to create in student's consciousness of the environment. Hence, mission schools must give importance to sensitize the students towards ecological restoration by organizing various seminars and workshops.

Special orientation programmes for teachers of rural educational institutions should be arranged for their academic growth and development of their professional skills. They may be exposed to the library and laboratory facilities available in urban schools. Better physical facilities should be made available to all mission managed schools to facilitate proper teaching learning processes and better organization of co-curricular activities. Adequate importance should be given to promote health of learners through making suitable provision for organization of physical education activities.

Residential school system wherever possible, may be initiated and adequate hostel facilities may also be provided by the mission organizations for those who really need it. In order to encourage creativity among the learners, mission managed schools should take steps for identification of the creative potentials and aptitude of children at an early stage; provide the means and resources for encouragements to such learners for satisfactory growth of their creativity. Each and every Christian educational institution should have its own mission aims and objectives which should be mentioned in the school diary and constitutions.

Religious personnel and Christian staff members should be committed to the mission ideals. The style of management should neither be dictatorial nor corrupt, but should have human touch. In every diocese, there should be a board/ council of education to advice and work for promotion and expansion of education. Management should not interfere in the internal administration of educational institutions. Head teacher should be given freehand in this matter.

For the better functioning of the school, both in administration and finance there should be an administrative machinery to inspect the schools. For this, mission management should make a panel of experts to supervise the curricular, co-curricular and financial activities of the school. Where such provisions are beyond the capability, mission management should request the government to send administrative supervisory staff to inspect the school activities. The reports of the inspecting officers on the basis of school supervision made by them should be duly honoured and follow up action deemed fit should be taken by the management earnestly.

Transparency in financial matter should be ensured to gain confidence of public, parents and community. While selecting staff in mission schools, merit with aptitude for the teaching profession should be made the criteria. Salary and other emoluments should be made at par with Government scales for the staff to avoid social disparity in the teacher community.

Mission management should abide by the Government rules and regulations so that financial matters can be maintained as stipulated and necessary assistance from the Government can be received. Endowment fund should be made to meet the salary problems of aided schools when receipts of aids are delayed.

Instead of depending exclusively on the grant-in-aid from the Government the management of various mission schools should plan income generating programmes which could be taken up by the school authorities outside the school hours. Professional and skill based courses like Hardware,.

Software technology, DTP, Stenography, Welding, Painting, Interior Decoration, Photography and Food Processing can be introduced during free hours and holidays.

Values must be inculcated through various subjects. Learning outcomes should focus and integrate concept (Head), skills (Hands), and values (Hearts). Co-ordination meeting between Education Board and educational institutions must be held at regular intervals.

Parent-Teacher Association (PTA) should be constituted for better understanding between school management, teachers and parents. Disciplinary action should be taken against the teachers whose performances are not up to the required standard. CCR/ACR must be maintained and taken into account for considering efficiency and promotion. Christian missionaries should not misuse the privileges of minorities rights, sanctioned by the Constitutions. New educational institutions may be opened with caution, taking into consideration, the need and aspiration of the locality.

In order to avoid inordinate delay and unwarranted interventions from the Government which is largely due to inaction at the clerical level, a separate administrative cell, to deal with the problems faced by the Minority educational institutions at the state, may be set up by the Government so that the work relating to these institutions may not be staggered by huge bantam of work pending in general section in the Directorate of Education. In order to encourage the initiatives taken by the Christian community for the expansion of education, the Government should take necessary steps in time to accord all necessary help.

#### **References:**

Senapati R. R., “A critical Assessment of Educational Enterprises of Christian Missionaries in the State of Orissa from 1947 to 1997”.Thesis.B.U.2001.

Butch M.B., Survey of Research in Education, Vol – I & II, Baroda: Centre of Advanced Study in Education, Baroda, Gujarat.

Butch M.B., Survey of Research in Education, Vol-III & IV, New Delhi.NCERT

Nayak J.P. and S Nurllah, A Students History of Education in India 1800-1973, New Delhi: 6<sup>th</sup> Revised Edition Macmillan, 1996.

Dhall, Manjushree, The British Rule :Missionary Activities in Orissa (1822-1947) New Delhi : Har-Anand Publication 1997.

### **QUALITY ASSURANCE IN SCHOOL EDUCATION**

Rainupur Mitra, Teacher, Balurghat Khadimpur High School, Balurghat, Dakshin Dinajpur, West Bengal, Pin 733101, E-mail : [rainupur@rediffmail.com](mailto:rainupur@rediffmail.com)

#### ***Abstract***

*This paper aims to examine the nature and scope of quality, and the various perceptions on quality, especially as it applies to school education. The factors ensuring quality in schools are briefly reviewed and the requirements of and the expectation from the school students, to face the new challenges in life in the rat race of revolutionary competitive world, are enumerated .Beginning with the pioneering efforts of the Government of India to erase out the differences in quality of school education from State to State, region to region in the same state, from district to district, the Fourth Joint Review Mission ( JRM),2014 recommended that the MHRD should initiate a principle mechanism for quality assurance process initiative before they are shared across states and recommended for replication. All the schools should come under one umbrella to adhere to quality assurance system as designed by the Government. This paper focuses on the Secondary and Higher Secondary School Education system under West Bengal Board of Secondary and Higher Secondary Education. As there is a strong societal demand for quality assurance in school education and the urgent need for thorough supervision in government aided or government schools, there is a growing concern about the realization of educational objectives.*

#### **Introduction**

Globalization and industrial revolution have created a massive impact not only on primary and secondary production but also on tertiary production and services. Education is now one of the basic requirements in life apart from food and shelter. Parents now grow panic stricken hunting for quality education since the child learns to utter any alphabets properly. Parental concerns grow today encompassing how to make their children realize their dreams in life. The race for a good education starts and the hunt continues like a haunt until the child grows into a full grown financially and



professionally sound man. School education, thus, plays a significant role in shaping the child's future. School quality is viewed in terms of the learning outcomes of students in lieu of their exhibition of cognitive achievement, which has been the most explicit objective of all schools. Academic leadership and student's cognitive achievement indicate better performance of school quality.

Quality assurance has always been a matter of concern and significance in education, India has educators to devote careful attention to the quality aspect. There are already several regulatory mechanisms for ensuring minimum standards before an institution/school/college/university is started. However quality assurance encompasses an assessment of the performance of the institution in delivering Education of the prescribed quality. National Accreditation Board and Training has developed the procedures for schools that seek the accreditation. But, fortunately or unfortunately such school accreditations are not mandatory.

### **Quality Concern in Education**

Quality is a complex multidimensional entity. It is difficult to quantify quality, but yes, standards can be set to give it a dimension and shape. Each school has its internal and external objectives to standardize quality in service of providing education. Democracy, growth, excellence, development etc. are significant in this aspect.

Education makes a man perfect. Man is social beings. Regulated social behaviour is expected along with good moral, emotional, sound mental health from any citizen of a nation. Education illumines life. As a torch with low battery gives dim light, similarly a nation remains in partial darkness if educational quality assurance is not ensured. Partial or a little learning is a dangerous thing. The teaching learning experience cannot reach its zenith until guided by quality. A steady decline in teachers' instructional task performance and students' academic performance have been observed in recent decades which depict non-realization of quality assurance in schools.

### **Need for Quality Assurance**

Gaps are to be filled regarding teachers 'competence, curriculum instruction, learning facilities and resources, funding and institutional management. So, the State Board schools inspection is the only path to assess the quality of educational institutions. It can act as an important link between the education administration and individual schools. In reality, quality of education is not monitored regularly. But it is required to enhance the teaching learning processes. If school authorities generates and adopt proper quality assurance mechanism for their schools and monitor quality continuously with respect to different identified indicators and appropriate actions are taken / started to achieve the goals, such an approach will help the management and the teachers more responsible to establish quality in their management and teaching functions.

### **School Education System in West Bengal**

In West Bengal, like in most other states, Primary Education is from Class - I to IV and Secondary Education is from Class - V to X (Junior High or Upper Primary stage is from class - V to VIII and High School stage is Class - IX and X) and Class-XI and XII constitute the Higher Secondary stage.

**Primary Education-** West Bengal primary education is the germination stage of training a student to step into the world of competition. There are more than 67926 schools in West Bengal. Government of West Bengal understands that education is more than just printed alphabets on books. That's why they try their best to educate students with practical approach.

**Secondary Education-** Secondary schools in this state are under direct authority of Central board of secondary education (CBSE), Indian certificate of Secondary Education (ICSE) and West Bengal board of secondary education (WBSE). West Bengal has become a leader in developing education infrastructure in India by making education available to all. Guidance of skilled and experienced teachers helps the students to have a solid educational foundation, which helps them to do great in their higher studies.

**Higher Secondary Education-** West Bengal Council of Higher Secondary Education is the West Bengal state government administered autonomous examining authority for the Standard 12 examination (or Higher secondary level or Pre-university level examination) of West Bengal, India. The Higher Secondary examination is conducted annually and simultaneously all over the state of West Bengal and also in affiliates of the board located outside West Bengal, elsewhere in India. More than 5, 00,000 examinees take the exam annually.

The entire School Education system has a dual control. The Syllabus and Curriculum as well as final evaluation are administered by the West Bengal Board of Primary Education, West Bengal Board of Secondary Education, and West Bengal Council for Higher Secondary Education & West Bengal Council of Rabindra Open Schooling in their respective areas. The recognition and affiliation parts are also looked after by the said autonomous bodies under the overall guidance of the School Education Department. The general administration as well as monitoring and supervision are done by the District Inspectorate of Primary and Secondary Education under the control of the Directorate of School Education. The financial aspects as well as the service benefits of the teachers and staff are being administered by the Department of School Education through its Directorate / Inspectorate / DPSC. The School Education Department also gives much importance to new recognition of schools, setting up of new schools, up gradation of schools and also setting up of Anglo-Indian Schools through the issuance of 'No Objection Certificates'. The Department of School Education is interested in expansion of Oriental Studies namely, Sanskrit Education and improvement of Methodology of teaching for the professional development of teaching community in both Primary and Secondary sector, with the help of SCERT, different Boards, Primary Teacher's Training Institutes and DIETs. (Source: <http://www.wbsed.gov.in/wbsed/default.html> )

### **Need for the Study**

Education is required for all round development of an individual. It forms and shapes personality. It is worthless and useless to open schools without attaching importance to the quality of education imparted. Education can irradiate social barriers and shape India into the way we dreamt of it in our constitution. Therefore, various institutions, boards, councils and government policies followed to serve the purpose of ensuring quality education to children.

### **Objectives of the Study**

- To discuss quality aspects of quality education in school education such as monitoring system, inclusive education, community participation and skill integration.
- To share and document best practices from the state of West Bengal for ensuring quality education in schools.
- To discuss policies and practices for gender sensitization through education in school.
- To develop state specific measures for developing quality in school education.

### **Methodology**

This study is based on a field survey, personal interview and discussion with the head of the institutes of 9 schools under WBBSE and WBCHSE .Discussions were also held with the concerned officials, Principals, teachers, parents and students of selected schools for the purpose of the study.

#### **Data has been collected through following steps:**

#### **Area of the Study:**

In the first phase of the work the area of the study has been selected as Balurghat, district headquarter of Dakshin Dinajpur, West Bengal

#### **Literature Survey:**

In the first phase, the preliminary work for the purpose of the study has been done with the help of selected literature review from Balurghat District Library, Internet sources and accordingly ground work has been prepared for the field study.

#### **Sample of the Study**

For the purpose of field study the following 9 schools affiliated to education WBBSE and WBCHSE have been studied.

#### **Sample Selection**

Schools were randomly selected for the purpose of data collection. The schools were studied with the approval of concerned school authorities.

**Table 1-Sample size and the list of schools covered under the study**

S.N.	Name of the School	Name of the Board
1	Balurghat Khadimpur High School	WBCHSE
2	Balurghat Khadimpur Girls High School	WBCHSE
3	Balurghat High School	WBCHSE
4	Balurghat Girls High School	WBCHSE
5	Nalanda Ucchya Vidyalaya,Balurghat	WBCHSE

6	Balurghat Adarsha High School	WBCHSE
7	Balurghat N.C. High School	WBCHSE
8	Balurghat N.C. Girls High School	WBCHSE
9	Khidirpore High School, Balurghat	WBCHSE

### **Tools and Techniques used for the Data Collection**

A structured questionnaire schedule is set; a list of good practices that is popular in school education system has been prepared on the basis of questions and asked during the field study.

### **Observation Methods**

Some good practices in the schools have been formally observed during the field study. A checklist (assigned value, Yes=1, No= 0) has been used and measured the percentage achievement of the good practices in the schools .A brief discussion on good practices has been explained in the following section. Various questions related to quality indicators in education have been asked to the school authorities, students and its applications were also observed during the field study. By employing the Likert's 5 point scale quality percentage achievements in the schools have been measured. The tables are self-explanatory, so they have not been elaborated due to word limit constrain.

### **Comparative Assessment of Good Practices**

Some of the good practices in the school education system have been identified under the 10 common parameters while visiting schools. These are: School Safety/Vigilance Measures, School Governance and Hygiene, Co-Curricular Activities, Extra Curricular Activities, School Teaching-learning Processes, School Sanitation and Gardening Activities, Learners' Performance Monitoring Activities and School Hobby Development Programmes. On the basis of School visits and observation, the common ten parameters have been selected to study the good practices in the sample schools in Balurghat.

### **Governmental Efforts**

Though SSKM and MHRD have created objectives and efforts to train teachers, and many government and non government B.ED and D.Ed trainings are provided to teachers to ensure quality education, it is most unfortunate on parts of teachers to lack in their moral value and neglect their duties. During teachers-training programmes, trainee teachers carry Teaching Learning Aids to classrooms to demonstrate their teaching in the most impressive way possible. But once they become teachers and are appointed; they fail to carry TLM to classroom anymore. Training period as teachers were mere gimmick activities to impress judges or panel of teachers to score high mark in their training programmes. Real life teaching lacks professionalism and service dedication. Responsibilities towards students are forgotten.TLM is no longer used by them. Bookish knowledge prevails over practical teaching learning procedures. This needs attention in part of management and inspecting authorities.

### **Relationship Management**

We can never forget Murli M.Joshi. Teacher student relationship should be like mother child care and bonding. But we, today, witness a formal professional relationship. The child should feel his school as his second home. If we can develop into children such a feeling, discipline among students will follow automatically. No child intentionally destroys anything in home, but at school they can be truant. They care for home, but not for school property. We, the teachers, need to establish with them a homely atmosphere where a child can feel safe secure and loved like home. In turn, the student will be able to love school and education to him will be a fun activity, no longer a burden.

### **Concern to Pt Physical Training Classes**

Emphasis should be given to physical training classes. In many schools, it is found that physical training classes are mere classes and turn into relaxing period. Unofficially it turns out to be a half holiday or go as u like wherever you like class. Lack of infrastructure for games or negligence of trained teachers also initiates the process.

### **Mid-Day Meal**

A great scheme: but we should also focus that midday meal does not create distraction in studies. It is notable that in villages, students are more concentrated on menu for the day rather than on classes. If it's a feast to their palate with meat or egg, the hell breaks loose. That day is found to be a half

holiday or a full holiday, ignoring authorities concerned. Reluctance goes viral in air. Nutrition should not be the cause for malnutrition in studies.

### **Focus on Evaluation**

Though modern techniques are brought forth and remedial classes are taken, assessment and evaluation strategies still need a huge break through. Though many research papers are written, in practical life teachers are giving more credit to guide book cramped answers rather than appreciating students with own presentation skill. Are we somehow encouraging students to vomit answers and make their life a RAM?

### **Lack of Teachers**

We are devoid of good cooks though we are full of fresh vegetables and raw materials in our kitchen. Schools are blooming with students but lacks in number of trained teachers who can help in not spoiling the broth. Our education system requires more efficient teachers to create wonderful students

The Sholka goes:

“ pushta kashya tujya vidhya  
Parahastan gata dhanam  
Karyakale samuttapane  
Nasa vidhya nasa dhanam”

It applies to our education system. We need resources in our hands when we are in need. Bookish knowledge should be revalidated through excursions. Science is an excitement, not a subject. We should create scientific awareness through study tours, viewing films. Theory and Practical's should go hand in hand. In almost all schools we can see the framed pictures of great Indians like Mahatma Gandhi, Netaji, Aurobindo, Satyandranath Bose, Prafulla Ch. Sen but, it pains our heart when we are not able to provide our students the infrastructure required for them to think individually and independently.

Copying by students are like “rwinakarta ghritaam pivet” .Education is not for attaining high marks, it is for self development. Government should provide such mirrors to the students of the nation in which they cannot see their own physical reflection but the reflection of their soul. Moral based or Value based education should be reflected in their own way of life. It is the responsibility of each and every teacher to ensure that after school hours, our children or students don't have to go for a dhaba, chaiwala, or a cloth store to earn a living. It is a responsibility of teachers to stop child labour.

### **Conclusion**

Saraswati is the Goddess of Vidya. Swan of hers is a reminder to us all that despite westernization in education, we filter out the best out of various means of education provided, and rejects the bad ones. Education enriched with Indian-western combo will be the best. Schools are successful in totally eliminating caste creed and racial barriers. As a teacher, I feel happy and overjoyed when I hear Ram saying “ Salim is my best friend”. When Salim shouts loud to call Patrick Murmu, Gurpreet Singh, Ali, Youn Tamang and Shyam to rush towards the lush green field to play football in a rainy tiffin break, I SEE THE REAL INDIA, MY INDIA from the corridor.

**Abstract**

*Education in Bihar has been improving faster than in the rest of the country but it is also true that the changes started off late here in comparison to other states. The government of Bihar, one of India's poorest states, has recently undertaken several policy initiatives to make education more affordable and accessible to children. These initiatives have focused on reducing the 'opportunity cost' of schooling and providing incentives for enrolment and performance. In 2010 when the Right to Education (RTE) Act came into force, it had to provide enough schools, enough teachers, enough classrooms, enough toilets and enough drinking water for 8.60% of the school-going population of India. And above all this, Bihar - one of the poorest and most populous states - was to ensure that the kids actually learn in these schools. The latest Annual Status of Education Report (ASER) published by an NGO has yet again shown Bihar in a 'poor light'. Briefly, it says a sizeable number of students in elementary schools that they surveyed across Bihar have abysmally low reading, writing and mathematical skills.*

*In this paper it is tried to look at the state of education in Bihar and analyze the policies of the Bihar government through publically available data like DISE reports, previous research literature and Government Websites. It is found that while Bihar has made several impressive steps, there is still a long road ahead.*

**Key Words:** Quality Education, Elementary Education, School Education in Bihar

**Introduction**

J.P. Naik describes equality, quality and quantity as the elusive triangle' of Indian education. Dealing with this metaphorical triangle requires deeper theoretical understanding of quality in education than has been what available in schools today.

United Nations Educational, Scientific and Cultural Organization's (UNESCO) recently published global monitoring report which discusses systematic standards as the appropriate context of the quality debate (see *Global Monitoring Report 2006 – Literacy for Life, UNESCO, 2006*). From this point of view, the child's performance needs to be treated as an indicator of systematic quality.

For the parents and students, quality education means, "improving the quality of education invariably means raising the levels of academic performance usually measured in the test scores in the various subjects which form part of school curriculum. With reference to education quality is a relative term and hard to define and even more difficult to measure. That is why educationists, scholars, educational policy makers and administrators do not come to same conclusion while discussing what makes good quality education or a qualitative education.

However, parental aspirations for education are belied by endemic poverty and unequal social relations, and by lack of adequate provision of schooling of equitable quality. Merely providing adequate infrastructure, teaching-learning material, adequate teaching and non teaching staff, providing conducive atmosphere in the school for learning are not sufficient requirements towards the quality education. Along with this, components of the curriculum, viz. syllabus, pedagogy, examination, affiliation and accreditation standards are also important factors which need to be addressed while dealing with quality issues in education.

Education in Bihar has been improving faster than in the rest of the country but only concern is that change started off late in comparison to other states. In 2010 when the Right to Education (RTE) Act came into force, Bihar had three years to get its own act together. It had to provide enough schools, enough teachers, enough classrooms, enough toilets and enough drinking water for 8.57% of the school-going population of India. And above all this, Bihar - one of the poorest and most populous states - was to ensure that the kids actually learn in these schools. The latest Annual Status of Education Report (ASER) published by an NGO has yet again shown Bihar in a 'poor light'. Briefly, it says a sizeable number of students in elementary schools that they surveyed across Bihar have abysmally low reading, writing and mathematical skills.

**Background**

With a population of 99.02 million in 2012, Bihar is the third most populous state in India, next to Uttar Pradesh and Maharashtra. As regards the social composition of population, the three specially disadvantaged social groups (Muslims, Scheduled Castes and Scheduled Tribes) account for 33.1

percent of its population, compared to 39.8 percent in Uttar Pradesh and 53.7 percent in West Bengal, two of Bihar's neighbouring states. From this, however, one should not conclude that the burden of specially disadvantaged social groups is relatively less in Bihar, since such groups are even more disadvantaged in Bihar than their counterparts in Uttar Pradesh and West Bengal. For example, the literacy rate for SCs is only 28.5 percent in Bihar, much less than in Uttar Pradesh (46.3 percent) and West Bengal (59.0 percent). But thanks to the recent interventions, the elementary education system now seems to have covered nearly the entire child population in Bihar, including those from the disadvantaged sections of the population.

### **Different Interventions and the Shortfalls**

Using data from District Information System for Education (DISE), we find that starting in 2006-2007; the enrolment rate at the primary level in Bihar has been increasing and is now higher than the median of the 20 large states. However, the enrolment rate at the upper primary level is right at the bottom of the 20 major states in India with less than half of eligible children attending school.

One way of assessing school performance is by looking at “schooling inputs”—that is, what is being provided in the schools. We find that Bihar performs very poorly in the provision of basic schooling inputs, both in absolute terms and in relation to other states in India. Following are some of these inputs and are discussed to highlight the trend in the indicators of quality school education.

### **School Infrastructure Inputs**

Bihar has the highest student-teacher ratio as well as the student-classroom ratio among Indian states. In 2013-2014, which is the last year for which data is available, Bihar had 52 students to every one teacher, while the national median was 25. The student-classroom ratio is also very poor, with over 59 students per classroom in all years surveyed, far above the national median. We also find that the proportion of classrooms in good condition is 81%, which in addition to being below the national median is 10 percentage points below the best performing state in India.

Among some other measures of schooling infrastructure the number of primary schools with upper primary has increased from 28737 in 2013-14 to 31971 in 2014-15 which is a great sign and it is also true that Bihar has made some progress in recent years in the provision of drinking water, and is now very close to the national best doing schools. Other studies have found availability of a separate girls’ toilet to be an important determinant both of female schooling and teacher attendance. This is particularly important in Bihar, which despite focusing on hiring female teachers for primary school, it has not been able to provide separate girls toilet in as many as 15% of the schools thus it can be argued that the policy imperative should be on providing access to drinking water and separate girls’ toilets in school. The condition of electric supply for the schools in Bihar is also very poor where only 12 percent (2013-14 data, DISE) schools are having electricity. We are talking about digital India and when we see the figures in Bihar elementary schools it is found that only 8% of the schools have computers and if it is available in some of the schools they are stocked in rooms in the absence of proper skilled teachers.

### **Government Schemes and the Outcomes**

Initially, the incentive for elementary education in Bihar included absence of tuition fee, provision of free textbooks and scholarships for students belonging to scheduled castes/tribes. The Mid-Day Meal Scheme (MDMS), which was operational since 1995 as a form of distributing dry ration, was launched in 2005 as a real Mid-day Meal programme to serve cooked food in the primary schools. However, the implementation of the programme and the outcomes, as we see in Government different schemes is yet to be fully satisfactory. To promote elementary education further, the state government, has introduced yet another scheme in 2005-06 which provided for free uniform to all the students in Standards III-V (Rs. 500 per student per year) and to only girl students in Standard VI-VIII (Rs. 750 per girl student per year). This scheme has become extremely popular. There is also a scheme of distributing free cycles and different scholarships for different disadvantaged groups. But the irony of the situation is that the students are just getting enrolled on the cards to avail the schemes and the quality education outcomes are missing. The situation is such that in a school where the enrolment figures are as high as 2000 the average daily attendance figures are not more than 200 and if they are there they are for completing the shortage of attendance percentage so as to get the benefits of government schemes and hence to believe that the social awareness towards schooling and the benefits of learning is still a pie in the sky for the people here.

### **Teacher requirement and the current practices**

Along with the expansion of schools, the state government had also decided to recruit 1.50 Lakh additional teachers in elementary schools. By 2008-09, 1.18 Lakh teachers were already appointed, bringing their number from 2.05 Lakh in 2005-06 to 3.23 Lakh. By now, it is very likely that the state government has recruited the remaining 0.32 lakh teachers, bringing their strength to 3.54 lakh. The present figures as per 2013-14 data is 4.50 lakh teachers. Assuming that each school has at least one teacher per class, the total requirement in elementary schools in Bihar is about 4.90 lakh teachers, indicating the present shortfall of about 0.40 lakh teachers. The concern is also on that this number of teachers available must work out their responsibility well. Teacher absenteeism is also a major problem in the schools of Bihar and if the teachers are present in the schools they too are engaged with implementation and management of Government schemes like MDM, Uniform distribution, scholarships distribution and hardly in providing quality education to the students and work for any innovations and research to their students.

### **School Enrolment and Dropouts vs. Achievements**

Recent policy initiatives and improvements in primary school enrolment show that Bihar is making progress in improving its education levels. Recent policies have focused on lowering the cost of schooling through subsidizing or providing textbooks, uniforms, bicycles and cash transfers for attendance. While these have reduced the costs of schooling in Bihar, much remains to be done to boost schooling infrastructure and improve conditions for both students and teachers.

The immediate consequence of the expansion of the schooling system has enhanced enrolment of children (6-14 years). The official data records that the Gross Enrolment Ratio (GER) for primary classes has increased from 92.1 in 2005-06 to 97.96 in 2013-14. In case of upper primary classes, the enhancement in GER is from 32.0 percent (2005-06) to 87.24 percent (2013-14).

The enrolment of children, however, does not necessarily mean their regular attendance in schools. Based on schools records, it was found that the average attendance in a day is only 41.4 percent of enrolment. A proper implementation of the Mid-day Meal scheme should contribute to a greater level of attendance – as has been the case elsewhere.

As regards the reasons for absence, the teachers blame parental indifference and inadequate infrastructure or poor functioning of MDMS. The parents, on the other hand, identify domestic work, lack of interest of the child and illness as major reasons for children missing the schools. (The parents were allowed to mention multiple reasons). That illness is a major reason for irregular attendance is indeed alarming.

Because of several limitations, the learning achievements of the students are rather limited in Bihar. According to one indicator of learning, viz., number of students passing the highest class, it was found based on a study (Pratichi and ADRI, 2010) that the average for such students was only 23.6 for primary and 42.4 for upper primary schools. With an average enrolment of about 60 students in Standards V and VIII, the approximate passes out rates are 40 and 65 percent for primary and upper primary schools respectively. These rates are indeed low and demand further strengthening of elementary education system in Bihar

### **Social Groups and Gender Parity Indicators**

Many children are born to parents who are seriously disadvantaged, both economically and socially. At one hand, poverty implies inadequate financial resources to support children's education; on the other, the social disadvantage in the form of parental illiteracy means that the young children are wholly dependent on learning inputs from the schools. This obviously leads to considerable social segmentation of education where, even with same educational infrastructure, children from different households are able to obtain varying educational opportunities.

For perpetuating the social segmentation of education, what probably matters most is the parental education status of children. It is observed from the present survey that, according to the DISE data of 2013-14 percentage enrolment of SC, ST, OBC and Muslims as well as their female counterparts can be seen as follows.

<b>% Enrolment by Castes in Elementary Schools of Bihar(2013-14)</b>		
<b>Castes</b>	<b>Primary</b>	<b>Upper Primary</b>
SC Enrolment	19.9	17.2
SC Girls Enrolment	48.8	48.6
ST Enrolment	1.9	1.6
ST Girls Enrolment	49.0	50.0
OBC Enrolment	65.1	66.1
OBC Girls Enrolment	49.7	50.6
Muslim Enrolment	15.6	13.3
Muslim Girls Enrolment	50.6	54.5

It is also observed that when compared to the figures of 2009-10 the change in enrolment percentage in SC and ST students are not having any significant in difference but the OBC enrolment percentage has change from 61.32 to 65.6 percentage and for the OBC girls 47.55 to 50.15 percentage similarly for the Muslim students enrolment it was 13.5 in 2009-10 and now it is 14.45 and the Muslim Girls enrolment has jumped from 48.42 to 52.55 which is very pleasant feeling.

In case of desired level of education for their children a study done by Praticchi and ADRI, Patna (2010) highlighted that the parents had shown considerable gender discrimination in favour of their sons. Those responses were indeed related to their attitudes, not behaviour. From the responses related to their behaviour regarding teaching help provided to their sons and daughters, one again observes much gender discrimination, both for teaching help provided by household members and engaging the services of a private tutor for such help. At one end, while 57.8 of the boy students did not receive any teaching help at home, the corresponding figure for girls was a higher at 65.4 percent. In the next step, about half (45.6 percent) of the boy students, unaided by any family members, had the privilege of a private tutor; in contrast, only 14.3 percent of the similarly placed girl students had a private tutor. Again, combining the above figures, it emerges that almost every 1 out of 4 boy students in elementary classes has a private tutor, but for the girls' students, it was available for only 1 out of 10. This gender discrimination is indeed very wide. Finally, when one considers the private expenditure on children's education, it emerges that the annual expenditure on boy students (Rs. 1456) is 23.1 percent higher than the for girl students (Rs. 1183). Gender discrimination is probably a major reason for Bihar's educational backwardness: though in 1951 Bihar started at par with the Indian average of 16 percent literacy the gender gap of literacy in Bihar was much higher than the all India rate, and this trend continued to contribute negatively to the educational progress of Bihar. In 2011, the all India female literacy rate went up to 65 percent – which is still lower – but Bihar's female literacy rate is still struggling at 53 percent. So, the present government's priority for the girl students may yield some good result; but that would address only the lower age group; there perhaps a strong need for addressing the issue of adult female (also male) illiteracy.

### **Recommendation and Conclusion**

With the substantial expansion of elementary schools in Bihar since 2006-07, in terms of both number of schools and teachers, the enrolment of students in the age-group 6-14 years is now nearly universal. But unfortunately, the attendance of the students is very irregular and their learning achievements are also low. We re-emphasize that policymakers must universally provide drinking water facilities, and separate toilets for girls in schools. They must also improve the student-teacher ratio and ensure that classrooms are in good condition. Finally, given the high cost effectiveness of information campaigns regarding the returns to education, the government of Bihar should seriously look into this policy option. More generally, understanding the determinants of households' decision to "invest" in education should be an important component of academic research and policy in the area of education, which has previously tended to focus more on improving the quantity and quality of educational inputs.

The most important constraint faced by the elementary schools is the shortage of teachers, followed by their inadequate infrastructure. When these constraints are removed, the teachers will hopefully is display more professional commitment, raising the quality of education in the schools. Towards wider participation of people in the governance of elementary schools, fresh election should be held



for the now defunct VSSs and, secondly, the Gram Panchayats should also be instructed to monitor the functioning of the local schools. Another important and urgent policy intervention could be a committed move towards enhancing adult literacy, particularly adult female literacy, which could certainly give a boost to translating the parental aspiration into actual achievements.

The previous government has recently been re-elected for another term. Their performance in the previous term has paid them valuable political benefits and one, therefore, hopes they will make further efforts to strengthen the elementary schooling system in Bihar and free the state of the evils of illiteracy. The best way for capacitating these schools would be for the government and public functionaries to stop jostling at the gates of highly priced teaching shops and begin enrolling their kids in government schools. After all, wouldn't the village school headmaster be especially alert if the district magistrate's son or the education minister's granddaughter was studying in his school?

### **References**

- Bhusan, S.(2011).Education in Bihar retrieved from [www.globalbihar.net/wp-content/uploads/.../sudhanshu\\_bhushan.pdf](http://www.globalbihar.net/wp-content/uploads/.../sudhanshu_bhushan.pdf) on 25/09/15
- Kaushal, S. & Patra S.S. (2010). Elementary Education in Bihar: Some Reflections from DISE Data retrieved from [www.dise.in/.../Savita%20Kaushal%20&%20%20Sudhanshu%20S.%20P](http://www.dise.in/.../Savita%20Kaushal%20&%20%20Sudhanshu%20S.%20P) on **24/08/15**
- MHRD. (1986). National Policy in Education, MHRD, GOI ,New Delhi
- MHRD. (1992). Program of Action, MHRD, GOI, New Delhi
- NUEPA. (2014). Elementary State Report Cards 2013-14: Elementary Education in India: Where do we stand? NUEPA, New Delhi.
- NUEPA. (2014). District Report Cards 2013-14: Elementary Education in India: Where do we stand? NUEPA, New Delhi.
- NUEPA. (2009). Elementary State Report Cards 2009-10: Elementary Education in India: Where do we stand? NUEPA, New Delhi.
- NUEPA. (2009). District Report Cards 2013-14: Elementary Education in India: Where do we stand? NUEPA, New Delhi.
- NUEPA. (2008). Elementary State Report Cards 2006-07: Elementary Education in India: Where do we stand? NUEPA, New Delhi.
- NUEPA. (2008). District Report Cards 2006-07: Elementary Education in India: Where do we stand? NUEPA, New Delhi.
- Prakash, N. (2012). [Education in Bihar: Still a long road ahead - Ideas for India](http://www.ideasforindia.in/article.aspx?article_id=42) retrieved from [www.ideasforindia.in/article.aspx?article\\_id=42](http://www.ideasforindia.in/article.aspx?article_id=42) on 24/09/15
- Pratichi & ADRI.(2010). Status of Elementary Education in Bihar. A Study by Pratichi(India) Trust, Kolkata and ADRI,Patna
- UNESCO. (2006).Literacy for life. EFA *Global Monitoring. Report 2006* retrieved from [www.uis.unesco.org/Library/Documents/gmr06-en.pdf](http://www.uis.unesco.org/Library/Documents/gmr06-en.pdf) on 30/09/15

### **A BEST PRACTICE DOCUMENT ON SCHOOL EDUCATION: ENHANCE THE QUALITY LEARNING IN INTERVENTION SCHOOLS**

Avijeet Bhadra, Project Coordinator –Education, Save the Children, Odisha  
Subhashree Mohanty, Technical Assistant, Regional Institute of Education, Bhubaneswar

#### **Abstract**

*In spite of various efforts by the state government and non-government institutions quality education has remained a distance dream. Effort initiated by Save the Children BalRaksha Bharat is expected to improve the quality learning outcomes in schools using the Quality Learning Environment (QLE) framework through working with three major pillars of creating child friendly environment in schools, increasing child participation, community ownership and innovative teaching learning materials. The project aims to create a conducive leaning environment for children thereby also ensuring children physical wellbeing and creating a supportive and encouraging school environment, as well as actively involving parents and local communities in planning, decision-making and actions to improve the quality of education in Similiguda block of Koraput District. Implementation is ongoing close collaboration with children, teachers, communities, governments and research institutions to ensure wider ownership and sustainability of the intervention. Sharing*

*and advocacy would be taken forward through civil society networks such as RTE. The Quality Learning Environment is to address the quality of education through a framework looking at the learning environment in a holistic manner.*

**Key word-** Quality Learning Environment (QLE)

---

### **Introduction**

School is an institution where interaction happens between teachers and students. It is the place where thoughts are developed, minds built and value perpetuated. The teacher facilitates the process of critical thinking and expanding the horizon of knowledge of the students through discussion, interaction, observation and experiment. The process is greatly influenced by the teacher's exposure, skills, cultural & social mind set and attitude towards development of knowledge, peer learning by the students and active involvement of community in the school education process. In order to strengthen the school as center for learning, community participation including participation of children should start from academic planning, supporting in academic progress, along with infrastructure development and management.

However, There is a global learning crisis with 250 million children (38%) failing to learn the basics(*UNESCO 2013*). This figure includes children who are in school, those who have dropped out, and those who never began school. A significant percentage of these children live in low-income, marginalized or conflict-affected locations.

For more than a decade, there were significant gains towards achieving universal access to education but recent data shows that progress towards achieving universal primary education has stalled. In 2012, nearly 58 million children of primary school age (typically between 6 and 11 years of age) were not enrolled in school. Many of them will probably never enter a classroom. Moreover, 63 million young adolescents around the world were not enrolled in primary or secondary school, compared with 97 million in 2000<sup>1</sup>.

Access is not the only crisis – Poor quality is holding back learning even for those who make it to school. One third of primary school age children are not learning the basics, whether they have been to school or not. When we look at the situation In India, more than 50% children in Class V cannot read a Class II .This can be attributed to many causes, of which absence of conducive learning environment (instruction methods and facilitation by teachers / parents, availability of adequate, appropriate and attractive reading material and aids) is prominent. Gender is an important determinant of accessibility to basic services and opportunities in the Indian context, which remains a reality despite constitutional provisions for equal opportunities for women. Teachers are the most crucial stakeholders in education. Unlocking their potential is essential to enhancing the quality of learning. Evidence shows that education quality improves when teachers are supported – it deteriorates if they are not. To be effective, teachers need to be equipped with quality learning materials but many do not have access to relevant / contextual materials especially in rural part of India.

While there have been some positive changes over the last three years with implementation of Right to Education (RTE) Act,2009 a radical transformation of the ground reality has not yet taken place and schools in India remain far from attaining even the minimum norms laid down by the Act.

To address the global learning crisis, Save the Children International has developed a set of indicators to capture key aspects of the quality of the learning environment in school. The Quality Learning Environment (QLE) indicators were introduced in 2010 and are used globally by Save the Children to monitor and evaluate education work. The Quality Learning Environment (QLE) framework has four guiding principles;

- i) Learning environments must provide emotional and psycho-social protection and support to the learners
- ii) Learning environments must be physically safe
- iii) The learning process must be inclusive, active, participatory and child centered
- iv) The school and the local community/ parents must collaborate to support the learning process

---

<sup>1</sup>UNICEF/UIS global initiative out of school Initiative Study; South Asia Regional Study;2014

Save the Children, India is continuing the pilot project on Quality Learning Environment (QLE) in the proposed district of Odisha – Koraput. Koraput is one of the backward districts on education and development parameters.

**“What does quality mean in the context of education?”**

Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities, Environments that are healthy, safe, and gender-sensitive, provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. Defining Quality in Education, United Nations Children’s Fund, 3 United Nations Plaza, A publication of UNICEF, Programme Division, and Education Document No. UNICEF/PD/ED/00/02. <http://www.unicef.org/education/files/qualityeducation.pdf>

**Quality Indicators**

Save the Children has developed a set of indicators to capture all aspects of education: Physical and socio-emotional protection, local ownership, the learning process as well as learning outcome. Our quality learning environment (QLE) indicators were introduced in 2010 and are used globally by Save the Children to monitor and evaluate our education work. The information collected and analyzed from this tool constitutes the foundation of the *I’m Learning!* Interventions. Implementation is done in close collaboration with communities, governments and research institutions to ensure local ownership and Sustainability and to strengthen civil society and the voice of children. “I am learning” documents from Save the Children Norway (Redd Barna-2009).

**Objective of Quality Learning Intervention in Schools**

- Targeted schools are meeting Right to Education norms and standards laid by the constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years.
- Teachers and SMCs are trained in psycho-social support and counselling to detect and respond to cases of harassment and abuse among the children
- To conduct the Capacity building programmes of schools to create child participatory learning environment of schools are free of discrimination
- The play area (indoor or outdoor) is safe for all learner and children are provided with sports equipment’s thereby encouraging children to participate in physical education
- 100% of the schools have clean and hygienic sanitary facilities and drinking water facilities as per the RTE norm
- To Establish functional Libraries in the schools and enriching the learning

**Proposed Intervention**

This pilot intervention is designed to enhance the learning level of the children in the proposed 10 schools in Koraput through introduction of Quality Learning Environment (QLE) method. Implementation is continuing in close collaboration with children, teachers, communities, governments and research institutions to ensure wider ownership and sustainability of the intervention. Sharing and advocacy would be taken forward through civil society networks such as RTE Forum to raise the voice of children. The status of education in this regions calls for an urgent need for intervention. Koraput accounts for low literacy with average literacy rate of 49.9% with female literacy rate as low as 38.9 % and high drop-out rates for STs at the Primary (47.07%) and Upper Primary (79.16%) level<sup>2</sup>. 74.04% literacy at National level ( male 82.14%, female 65.46% with gender gap of 16.8%). The state literacy rate is 73.45% (male 82.40 and female 64.36%)

The main focus of the pilot project is to strengthening the education process in the district and ensuring children have access to quality education. Like most of the development interventions, Save the Children will continue to work closely with government at the state and national level. School-

community relationship and children's participation in the process and content development would be essential to make the intervention a success.

### **Our Activities/Methodology**

Our activities have been categories in three pillars creating child friendly environment in schools, increasing child participation, community ownership and innovative teaching learning materials. For quality learning, we are creating a conducive learning environment for conducting the training programme to the teachers, students and community members.

Pillar-1 -Ensure the quality learning to create the child friendly environment in schools Capacity building of teachers on psychosocial support and counseling to children. Teachers training have been conducted on detecting cases of abuse or trauma for children caught in conflict. Teachers are equipped to support/ prevent/deal with trauma. They would further be trained on theaters /music and sports therapy. Teachers are also be proved counseling support. Capacity building of teachers on cooperative learning. Classroom management and how to promote reading habits and to engage with children. Save the Children India is adopted the Quality Learning Environment (QLE) tools for a pilot to ensure academic support for the teachers as well. Through Quality Learning Environment (QLE) framework, accelerating teaching-learning process is improved learning level of the children in intervention schools.

**Capacity building of teachers on effective instructional methodologies:** Teachers training have been conducted in a year twice on issues of pedagogy for first generation learners (enhancing their reading skills) and on issues of inclusion with a focus on language/ gender. Teacher was oriented on education planning, leadership and how parents-teachers can ensure transformation of children/schools in a collaborative manner. Capacity building on functional and formal reporting system for abuse and harassment in discussion with teachers, students and other stakeholders. The system is not only being developed but also awareness among children is raised on its use by the children. Through different method in schools such as Child Cabinets SMC members capacity building programme.

**Facilitate meetings/ workshops with concerned departments on facilities as per Right to Education (RTE) norms** Save the Children is engaged with the school authorities and relevant departments to identify the gaps in the implementation gaps of Right to Education (RTE) guidelines and then work with the school authorities to ensure that the school compliance to RTE guidelines especially on the physical infrastructure is fulfilled.

### **Setting up Libraries in the schools and enriching them**

Libraries have been set up in the 10 schools where age appropriate gender sensitive books and audio books will be provided. Teachers are also trained to manage the library process. And weekly drawing and story competition among the school. The handmade picture, articles are also be a part of library

### **Procurement / development of teaching learning materials (TLMs) and its effective use by teachers**

Save the Children has provided innovative Teaching learning materials also encouraging to use of low cost and locally available/contextual materials in proposed schools. Activities/materials are developed with participation of children, teachers and parents.

### **Setting up of reading corners and promotion of reading in communities**

A corner in the classroom is dedicated to reading outside of the prescribed text books where books will be kept and managed by the children. In addition to this, reading habits are promoted through reading buddy system/cooperative learning and community reading initiatives.

Pillar -2 - Increasing child participation:

### **Introduce activities based on improving learning levels of children**

In order to improve the core reading skills of children - knowledge of alphabets, vocabulary and comprehension, primers is developed /adopted for early grade readers based on simple to complex reading and comprehension. The primers is based on the socio-economic context and linking up classroom learning with that so it would be easier for children to relate words and context with their daily life experiences at home/village. Assignment and project methodologies are using to promote construction of knowledge and to discourage rote learning.

**Setting up of Child Advocacy and Rehabilitation Units** for psychosocial support for children affected by conflict. Ensuring the child protection. This will be undertaken through creative child friendly activities like sports for development and art based therapy

**Formation and strengthening of adolescent group-**Adolescent groups are act as a change agent in the community by facilitating the discussion on adolescent issues and sometimes, their solutions. Children's literary Festival; Children's literacy festivals are conducted at the Panchyat/Cluster level where awareness is created around reading outside the classroom. Various events like storytelling, reading competitions are the part of children's literacy festivals etc.

Pillar-3- Community ownership:

**Facilitate the development of School Development Plans (SDPs) with support from School management committees (SMCs) and children.** Install and prepare schools on how to use suggestion box as a step to improve the teacher- student relationship as well as encourage their involvement in schools. Also, inputs from SMCs and children's groups in development of SDPs in a holistic development of schools.

**Capacity building of parents and community members to support learner development and education**

Save the Children is sensitize and mobilize the School management committees SMCs, Panchayat Raj Institutions (PRIs) and Community based organizations (CBO's) and parents on the importance of education with special focus on girls education. Cluster coordinators are equipped through trainings to sensitize and involve community members, especially parents in the learning process of their children. The results of the baseline conducted in a participatory manner will be further shared with the community in order to create ownership of the problem.

**Organizing parent's teachers meeting to discuss and identify gaps in the learning outcomes of children:**

As most children are first generation learners, group reading are prompting in the community and Balsabha is organized to provide forums for the children to listen, speak, read, write and demonstrate in front of parents.

**Support in formation/strengthening of SMCs:**

SMC meetings are conducted in every month and parents/ teacher meeting will be organized on a bi-monthly basis to discuss and identify any potential gap in the learning of the children. It also encourages and build a positive relationship among various stakeholders SMCs are formed/strengthened in the schools and trainings is conducted twice in a year cycle to build the capacities of the SMC members on their roles and responsibilities. They will further be sensitized on issues related to low learning level and will be equipped to support and monitor the activities related to addressing the same.

**Partnerships with stakeholders:** An annual consultation purposed to be held for reflection and sharing involving stakeholders. Annual convention of School management committee (SMCs) will be held to discuss and share the learning's. A sharing of experiences from the pilot at the national and international forums is envisaged annually. **Parliamentarian meet to discuss on RTE progress** and various barriers in education will be the part of this meeting.

**Our Strategy for Monitoring and Evaluation**

- Baseline on project indicators are commissioned at the beginning of the project which is form the basis for the assessment of the outcomes through the end term evaluation
- Customization of Quality Learning Environment (QLE) indicators as per local context , RTE norms and project subsequently tracking of project indicators on quarterly basis
- Creating /strengthening school level record management system based on Quality Learning Environment (QLE) indicators (with tools like observation checklist, interview schedules and guidelines for discussions etc) and training of project team on data management and report generation.
- Monthly and quarterly progress reports, training reports (with follow up plans) and event reports are generated on agreed timeline
- Qualitative reports such as case studies, testimonials are developed to demonstrate the qualitative evidences.

- Field visits from the project team and Knowledge Management team is ensured to monitor the progress of the project and provide all the required support to the project team.
- A process documentation will be carried out at the end of the project

Irrespective of different challenges by the local context and administrative label but the Quality learning Environment framework is impacting a more on the three pillars creating child friendly environment in schools, increasing child participation, community ownership and innovative teaching learning materials. Now teachers are reflecting their daily actions while they teach the students.

#### **Replicability by Government of Odisha**

Now the government of Odisha is planning to replicable the same Quality learning Environment frame work in other part of district . however our continious support with goverment is an on going process.

#### **References:**

Civil society and the voice of children. “I am learning” documents from save the children Norway (Redd barna-2009)

A quality learning environment (QLE) documents first published 2013, @ save the children international .

Defining quality in education, United Nations children’s fund, 3 United Nations plaza, a publication of UNICEF, programme division, and education document no. Unicef/pd/ed/00/02, <http://www.unicef.org/education/files/qualityeducation.pdf>

Blooms taxonomy (1956); accessed from <http://classweb.gmu.edu/ndabbagh/resources/resources2/bloomstax.htm>

*National curriculum framework -2005, (NCERT)*

UNICEF/UIS Global initiative out of school Initiative Study; South Asia Regional Study; 2014 Data from Census 2011, <http://censusindia.gov.in/>

### **AN ETHNOGRAPHIC INSIGHT ABOUT THE PERCEPTION OF SCHOOL-BASED LEARNING AMONG THE HIGHER SECONDARY STUDENTS IN AN URBAN SETTING OF WEST BENGAL**

Paramita Sen , Assistant Professor, Department of Anthropology, Government General Degree College, Singur, Hooghly.

Gopalkrishna Chakraborti, Professor, Department of Anthropology, University of Calcutta

Dr. Arnab Das, Associate Professor, Department of Anthropology, University of Calcutta

#### **Abstract**

*The present ethnographic study is an outcome of one year extensive fieldwork, conducted at two urban higher secondary girls’ school of North Howrah (West Bengal). It aims to explore and understand the emotions, expectations, experiences and actions of the major participants (the students at higher secondary level, their teachers, parents and private tutors) of school educational system with the intention to understand the factors and consequences of declining dependency of the higher secondary students on school and simultaneous inclining craze for relying on private tuitions. The participants were selected purposively and on the basis of the informed. This insiders’ understanding was received primarily through in-depth, semi-structured and structured interviews. Most of the questions were open-ended. In the running decades of massive privatization of education and steep competition at the job market in India, this qualitative exploration probes the process of transformation of education from a public service to a private scarce commodity. The study also endeavours to explore the alternative meaning of learning and school which further may be beneficial in policy making.*

#### **Introduction**

The Pratichi Education Report II (2009) has elaborately explored the factors and consequences of absenteeism among students and teachers at primary school level that, distance, social and economic backwardness, inconvenience of road communication, insufficiency of teachers and classrooms etc. were mainly responsible for the same. Sajid’s (1984) study explained that the gap of learning due to absenteeism in school could be managed through taking the help of tuition centers, which was identified as ‘shadow education system’ or ‘supplementary’ learning by Bray (2005). Urooj (2012)

observed that both the students from urban and rural area of Pakistan inclined to the Private Tuitions (PTs) than their schools though the locally popular schools provided necessary guidelines of learning. Zafar (1992) unearthed the reason of popularity of PTs that it is specialized to pay individual attention to the students which was almost impossible at classroom of school due to heavy students' strength. The report of SCERT (WB), 2009 stated that the Students of Higher Secondary level crazed for PTs aiming to attain high scores, get help in conducting home task provided by school, clarify difficulties in understanding, effective suggestions for examinations and any Entrance examination (like Joint Entrance, I.I.T.) etc.

In this context, the present ethnographic study aims to explore and interpret the phenomenon that in spite of being an educational institution how and why those schools are being neglected by the higher secondary students. The obsession to have PTs and its consequences seem to promote a simultaneous indifference to school-based learning with the position of reducing the role of school from an institution to provide the academic credentials only. Hence, the study focuses on the concerned categories of participants to document their emotions, experiences, expectations, and motivations regarding the teaching-learning practices of the higher secondary session that further may be beneficial for policy making in the concerned arena.

### **Objectives**

To satisfy the research problem, the objectives have been categorized as follows -

1. To explore and understand the experiences and perspectives of the students on the 'expected' teaching – learning practices at school
2. To understand the teachers' evaluations on the students' absenteeism
3. Impact of other agencies (parents, private tutors and the school teachers themselves) who negatively motivate the students on school-based learning
4. To glean the possibilities for moving out of the practices of scaling down the role of school from the narratives of the above stakeholders

### **Methodology**

Being grounded on qualitative strategy, the present ethnographic account is an outcome of one year rigorous fieldwork conducted at two government-aided urban girls' high schools of North Howrah (District) of West Bengal. To meet the objectives satisfactorily, a purposive sample of 20 students, 17 school teachers, parents of all selected students and 15 private tutors participated in the study. All the interviews of parents, tutors and students were conducted at participants' homes whereas the teachers were interviewed at school premises. Informed consents were collected verbally from all the participants. The data have been collected by using semi structured, unstructured and structured interviews ranging from 1-2.5 hours. The interviews were recorded by audio-recording and the recorded interviews were transcribed verbatim. Each interview transcripts was read and reread carefully. All interview transcripts were divided into two segments- the left segment included participant's account and the right segment for interpretative statements, which were supplemented by the field notes to find out a deep insight to the issues concerned. The interpretative statements of each interview transcripts were classified into groups and connections within the groups were identified to provide themes. After having themes from all interview transcripts, each interview transcript was read again to explore the possibilities of alternative themes. Themes from all interview transcripts then combined as the analysis progressed and final themes have been emerged.

### **Major Findings**

Close interactions with the participants explored that all the students, their school teachers, parents and private tutors view education for class XI-XII as a platform to breed the well-salaried job in future. The students in this stage are inclined to grasp the '*systematically patterned*' study material ensuring '*to-the-point answer*' in final board examination, to secure better scores for getting admission in '*preferred*' colleges in near future. The research unearthed the factors and consequences of losing the academic importance of school in higher secondary level. The findings are elaborately discussed in the following themes.

### **The Perspectives of the Students**

#### **❖ Expectation and the Experience: '*No regular theoretical classes at school*' -**

One of the fundamental expectations of the students is to have the clear idea about subject matter and having supplementary '*notes*' (study materials) of each possible question in every

subject for performing better in board examinations. Situational interactions with their immediate senior students make them *'cautious'* about the *'reality'* by that their expectation will never be possible from the teaching-learning practices of school and, they should search potential private tutors to have the supplementary teaching. Following the seniors' guideline they get prepare to have tuitions just after the completion of final examination of class X.

The regular experience of the students at school is to lack the theoretical classes in spite of presence of the subject teachers at school. This scenario is *'more frustrating'* in case of science stream and on class XII. The students, willing to attend classes gradually find their *'valuable time and interest is being trashed'* due to the *'off-class'* which consists of a whole day or even a week. Additionally, the ongoing gossip and noises of fellow-mates throughout the *'off-class'* interrupts the concentrate in practicing lessons at classroom. Finally, their realization to *'not to waste time at school'* directs them to rely on PTs to satisfy their academic interests.

They further justify the necessity of having PTs that – (1) the insufficiency of academic guide at family, (2) easy accessibility to discuss with tutors about difficulties in understanding which they hesitate to ask a school teacher and, (3) surety to have suggestions and techniques assuming useful in scoring high marks in examinations are easily available from tutors. But since the compulsory practical classes bear considerable marks in the final examination, almost all the students remain present on such days, in spite of sometimes having the facility to practice practical works to the PTs.

❖ **Absence of *'best friend(s)'* minimizes the interest to school -**

In class XI and XII, the students belong to particular friends' group within class, where inclusion and exclusion of friends is hardly frequent. To a student, absence of close friends makes the school vacant and pale, and makes her feel isolated in the classroom. As consequence, the presence or absence at school primarily depends on negotiating the issue within the friends' circle following beyond-school contact like, easy accessibility of mobile phones and/or attending common coaching centers. If anyone of them, for instance, decides to go to school on a particular day and the rest of her friends decides to bunk, she inclines to be absent for the sake of friendship.

❖ **Influence of school teachers, private tutors and parents against school –**

All the students claim, they often became de-motivate by some of the school teachers' casual attitude during teaching the subjects that, *"we know, all the endeavour of school teachers will be ruined. You guys are going to only follow the guideline of your private tutors. So why we waste time for you!!"* Following the words of some willing students to attend classes, they start to be irregular at school after that addressing repetitively.

Since the PTs commonly incline to find them superior and specialized in teaching than the school teachers, they strongly motivate the students only to rely on them. The students are of opinion that their PTs instruct them to escape school with the promise to provide better practices for Board Examinations. Sometimes the PTs provide coaching classes during school hours for their convenience and deny changing the time. Since the school classes lack the surety to provide *'fruitful'* lectures, the students find no option to drop the coaching from the fear of missing the lessons given by PTs. Besides this, the teachers generally deliver the lectures only and do not provide supplementary notes either due to insufficient time of a class period or unwillingness, whereas the PTs always provide readymade *'notes'*.

Moreover, the PTs usually convince the parents that the school teachers are insufficient in teaching the lessons thoroughly and taking individual care as they do. Since the parents possess a mental distance with the school teachers and hesitate to interact in any context, but have the access to communicate the PTs directly, they get easily convince by them and guide the students accordingly.

❖ **Losing strictness in attendance –**

Majority of the students admit although they used to depend on tuitions in previous classes also but were regular at school following the strictness of discipline on attendance, which the school loses at higher secondary level for students' benefit. This looseness is being misinterpreted by the students and they enjoy its undue advantage.



### **The Perspectives of the School Teachers on Absenteeism**

The concerned school teachers are worried that their relation with the students of class XI-XII is deteriorating gradually throughout generations. The inclination of all the students is disobeying the words of teachers though the student-teacher ratio (approximately 30:1) at higher secondary level becomes workable to attend individually rather than upper primary or secondary level [approximately (55-60):1 in both]. But, except the compulsory practical classes, the students of Science stream are solely irregular at the theoretical class. The teachers grieve, their enthusiasm and preparation of teaching a lesson is exterminated when they find none or only one or two students in a class. Then the problem of proceeding a particular lesson is, if a topic is introduced in a day to those students, the teachers find another group to be present in the class among whom none was present previous day. The teachers have to repeat the previous lesson and a chapter, thus, consumes comparatively more periods and the syllabus remained incomplete. Again, when the teachers tend to complete syllabus within time, they have to overlook the regularity of students and consequently, the student who is absent for more than one day, can't grasp the subject matter and conclude that the teaching of the school teachers is never compact and complete to learn and compete. In context, though the majority of the concerned teachers realize the necessity of supplementary learning to compete, but they feel frustration with the students that *'they rely only on the PTs and don't entertain the guideline of school. They practice the task of the PTs even in the ongoing classes'*. Again, they postulate that the proposal and execution of providing extra classes for the benefit of students also becomes ineffective even in case of the students with weak economic background. The students are in the rush to attend PTs at both before and after school hours. It is shocking to the teachers when the students argue that they are absent for days due to attending the PTs. They assume the PTs often directly de-motivate the students regarding school teachers and their teaching. They agonize that *'the limitations of careful and fruitful teaching caused by the circumstances are recognized as the inefficiency of the teachers'*.

### **The Perspectives of the Private Tutors on Absenteeism:**

The private tutors are of belief that the devotion, interest and systematization of teaching are missing among the school teachers since *'they enjoy high salary which never depend on teaching efficiency'*. They claim to have *'effective'* knowledge about techniques for securing higher scores in examinations through providing *'to-the-point notes'* for preparation. They further highlight that the distribution of topics of a subject among various teachers makes confusion in understanding due to breaking of sequential. It is the tutor to make them comprehend according to the merit level of the student in a homely atmosphere where, individual care in small group encourages the students to interact. They further argue that, the students have to present the whole school-hours even when it consist only three or four classes in a day. Therefore, presence at school means to spoil the energy and time of a student in such vital stage where, *'a studious and serious student should save the time for systematic preparation which only is possible by dropping the school'*. In contrast, some of the PTs are sympathetic to the teachers that in spite of having devotion to teach, the short period of a class and students' irregularity restrict teaching a lesson seriously.

### **The Perspectives of the Parents on Absenteeism:**

The data identifies two categories among the parents. The parents, who were illiterate or with primary education, assume themselves inefficient to judge the efficiency of both the school teachers and PTs. As per their perception the child has the chance to enjoy individual care at coaching centre but never at school. They blindly let free their daughter to take decision to guide her accordingly. Contextually, being negatively feed backed the students always tend to follow the guideline of PTs. But these parents admit, they really can't understand that if remaining absent at school is seriously fruitful or not since they seldom discover their daughters to practice spontaneously at home. This realization is same among the highly educated parents although they find the PTs (in respect to school teachers) more efficient providing *'systematic'* learning as required to accumulate high scores. Consequently, they tend hiring subject specific specialized PTs, inspire their daughters to follow only them.

Another logic to rely on PTs is, since it is payable so the tutors are bound to guide student effectively since it also becomes the matter of prestige and prosperity of those tutors. Simultaneously the parents

have the space to evaluate the progress of the students in deed, which they suppose to not have the access with teachers.

### **Discussion of the Result**

The study represents, the meaning of education has been shrink into the act of 'learning', the aim of which is assumed as the investment to secure career primarily. The inconsistency between the expectation and ambition of the consumers, and the context of teaching-learning practice under government aided school makes the students and parents dissatisfied. It explores high inclination to have higher marks to secure position in competition makes the student's career oriented in such terminal stage of higher secondary level. The administrative limitation or even sometime inefficiency of teachers, vast syllabus and inadequate periods, casual attitude of students to school curriculum, increasing ambition of educational system and orientation to be employed in future, preference to hire subject specialist academic guide, influence of parents and friends, lack of individual attention at school, long school hours even having a few classes in a day, communication gap and mental distance with the school teachers, competition, and finally the in-confidence to not to grasp subjects by themselves promotes the reliance on supplementary teaching, the consequence of which is executed as the reluctance to school education in higher secondary level. It is becoming only a formal institution to promote academic credentials, but not the 'learning'. Both the serious students and the devotee teachers feel depression with teaching-learning habit of school.

It further explains the level of dependency on PTs that, in spite of having feasible student-teacher ratio at classroom, the students can't rely on the learning from school; rather practice depending on the PTs, where the ratio is more or less same. Since as the consumer parents and students have the access to select and hire PT, both the poles treat the issue of teaching – learning very seriously.

Simultaneously, the communication gap between parents and school teachers encourage the level of parents' dissatisfaction with the performance of teachers. They are regularly informed via students that lecture is so fast to follow, or too tough to grasp, or not taken due to inconsiderable percentage of presence of students, or she herself can't ask to have a recap of previous lesson since she is going to be focused to remain absent for days. The reason whatever may be, the parents receive the message that the learning at the school is never sufficient for preparation. So they never bother if their daughter intend to attend school or not, but they seriously concentrate that she is regular at coaching or not.

Additionally, the 'off-classes' indirectly encourage the students cultivating – (1) the dependency on PTs through practicing the lessons of coaching at classroom which tend to extend even during ongoing periods, and (2) dealing with cell-phones like, surfing NET, SMS, video games, movies etc. during 'off-classes'.

Finally, the increasing craze to neglect school and hiring PTs pressurize the parents with weak economic background, especially when one tutor denies teaching all the subjects of a particular stream and therefore, specialized PTs have to be hired. Sometimes the students' demand to get access of more 'popular' tutor exceeds the regular expenses.

At these juncture, some questions await untouched that if remaining absent at school really saves the time for preparation; do the students fully utilize the school hours in practicing lessons; are all the students seriously conscious about career? – Actually the voices of participants unearth the disparity between expectation and experiences, and make the context to lead the trend of bunk school, where the teaching style of the teachers becomes irrelevant. As per the participants' suggestion including the active participation of both the teachers and students to improve teaching-learning practices if, (1) the discipline of the schools regarding attendance and class evaluation will remain strict like the junior sessions, and (2) the class-routine will consist of periods with longer duration, then it will probably be possible to diminish the reluctance on school and to remove the extra financial burden of hiring pts.

### **References**

- Bray, M., 2005, Private Supplementary Tutoring; Comparative Perspectives on Patterns and Implication, *Oxford International Conference on Education and development. 'Learning and Livelihood'*.
- Sajid. H., 1984, *Education and Method of Teaching*, Rehbar publishers, Karachi.

Urooj, S., 2012, The Growing Culture of Tuition Centres at Secondary Level of Education in Pakistan: An Exploratory Study, *Interdisciplinary Journal Of Contemporary Research In Business*, Vol. 4, No. 6.

Zafar.K., 1992, *Elements of Teaching*, Rehbar publishers, Karachi.

*Implications of Private Tuition in West Bengal: A Report*, State Council of Educational Research & Training (WB), 2009.

*The Pratiche Education Report II*, Primary Education in West Bengal: Changes and Challenges, Pratiche (India) Trust, 2009.

## **QUALITY OF TEACHER EDUCATION PROGRAMME IN JHARKHAND: AN ANALYSIS WITH REFERENCE TO NCFTE (2009)**

---

Sunil Kumar, Research Scholar, RIE Bhubaneswar

Dr. Laxmidhar Behera, Assistant Professor, RIE Bhubaneswar

### **Abstract**

*Roots of effective teaching and emancipatory pedagogy in the school classrooms could be traced to teacher education programmes. Teacher education programmes that view knowledge as partial, positional and acknowledge that students construct knowledge from multiple perspectives and frames of reference which are influenced to a large extent by their socialization and expectation from teacher education programme and are more likely to have students who would be envisioning a constructivist classroom. Given that pre-service teachers often develop working theories about practical situations and test them in practicum there is a need to link the theory with the praxis. Enabling the students to make these linkages is a challenging task for the teacher educators. It is expected that guidelines given in NCFTE 2009 for teacher education are reflected in B.Ed. syllabus, curriculum, transaction etc.*

### **Introduction**

Teachers' performance is the most crucial input in the field of education. Despite of wider aims, comprehensive curriculum, sophisticated equipment, educational policies, and different schemes in the field of education will be useless in the absence of competent teachers. Competent teachers not only discharge their duties effectively or, simply trained but they are to be adequately motivated about their role, equipped with the skills to handle modern educational technologies, aware about the latest developments taking place in the field of curriculum framework and instructional methods. Teachers' education programme is regarded as the single most important factor in producing quality teachers by inculcating in them the right professional attitude. Teacher education is of tremendous importance for two reasons: one it marks the entry of prospective teacher into the profession and hence has the potential to imbue the students with motivation, knowledge, skills and attitudes (National Curriculum Framework for Teacher Education, 2009); second the transaction of the teacher education curriculum is likely to have an imprint on student-teacher's mind as it raises crucial issues about teaching-learning not by virtue of its content but due to the pedagogy that is adopted in transaction of the content (Loughran 2007). National Curriculum Framework for Teacher Education 2009 points to various facets of the teacher education programmes. The documents also throw light on the various programmes for preparation of teacher educators and their insufficiency while arguing that the quality of pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher-educators.

### **Importance of Teacher and Teacher Education Programme**

Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is, therefore a powerful means for the upliftment of educational standards in the country. It includes the necessary pedagogical skills and competencies among the teachers and marks the professionally competent to meet the demands of the society.

“Teacher Education programme means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in the schools and includes non-formal education, part-time education, adult education and

correspondence education”. According to NCF, 2005, Teacher Education programmes need to be reformulated and strengthened so that the teacher can be an:

- Encouraging, supportive and humane facilitator in teaching learning situations to enable learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizen; and
- Active member of a group of persons who make conscious effort for curriculum renewal so that it is relevant to changing social needs and personal needs of the learners.

Reformulated Teacher Education programmes that place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multi-disciplinary nature of knowledge of teacher education, integration of theory and practice dimensions and engagement with the issues and concerns of contemporary Indian society from a critical perspective.

The growing demands for increasingly quality in education, the process of modernization and broadening of qualitative and quantitative bases of education have significantly increased the role expectations of the teachers. This has reduced the age-old image of “born teacher” to a myth. It is virtually difficult for any individual to meet the needs of overcrowded classroom without adequate intensive and recurrent orientation. Hence, to fulfill these roles a teacher has to be shaped out through well-planned Teacher Education programme so as to enable him/her to deliver the goods more than before, better than before, and different than before.

The ideal concept of future society characterized by expansion of knowledge in terms of novelty, diversity and accompanying obsolescence with unimaginable rate of change, has converted the system of education, like any other social system to a subsystem (**Toffler, 1971**). In turn with these considerations, the International Commission for the Development of Education (**ICDE**) predicts that the teaching profession will not be in a position to fulfill its role in the future unless it is given, and develops itself, a structure better adopted to modern education system (**UNESCO, 1972**). **Lundgren (1987)**, stating the importance of professional teacher, states that the more important education becomes, both for society as whole and the individual subject, the more demands are made on education. The change in the profession status of teachers and tendencies towards decentralization of teachers works results in the new goals and new dimensions educations requiring more educated and professional teacher. Not only educating the teachers or prospective teachers is an undeniable fact but this programmes need to be sensitive to the changing times. IECD, therefore, suggests bringing about profound changes in the conditions of teachers so that, essentially, they become educators rather than specialists in transmitting pro-established curriculum.

In fact, it is the teacher who helps to transform an individual into a person of wisdom, human love and enlightenment, the institutions into lighthouses to beckon learners and the country into a wise and circumspect society. That is why teacher education should be given highest importance in a country’s educational programme.

### **Policies on Teacher Education Programmes**

Several policies and documents in India have placed emphasis on the teacher education calling a shift in the approach: The Education Commission (1964). The National Commission on Teachers (1983-85), the National Policy on Education (NPE) (1986, 1992); the most recent paper on Teacher Education (NCERT, 2005) and National Curriculum Framework for Teacher Education (NCFTE) 2009. Given the importance of teacher education programmes it is also critical to engage in inquiry into the discourse of classrooms where school teachers are being prepared. This becomes pertinent in the light of teacher education programmes in India being criticized on several accounts and much said about the reforms needed in these (Kumar 2002, Batra 2005, and NCFTE 2009). Roots of effective teaching and emancipatory pedagogy in the school classrooms could be traced to teacher education programs. Teacher education programs that view knowledge as partial, positional and acknowledge that students construct knowledge from multiple perspectives and frames of reference which are influenced to a large extent by their socialization and expectation from Teacher Education programme and are more likely to have students who would be envisioning a constructivist classroom. Given that pre-service teachers often develop working theories about practical situations and test them in practicum there is a need to link the theory with the praxis.

Enabling the students to make these linkages is a challenging task for the teacher educators. It is expected that guidelines given in NCTE 2009 for teacher educations are reflected in B.Ed. syllabus, curriculum transaction etc.

### **Teacher Education Programme in Jharkhand**

Sharing borders with Uttar Pradesh and Chattisgarh in the west, with Bihar in the north, West Bengal in the east and Orissa in the south, Jharkhand became the 28th state of the Indian Union on 15 November 2000. The literacy rate in Jharkhand has since seen an upward trend and is currently placed at 67.63 percent (Census of India, 2011).

There are in all five State Universities: Ranchi University at Ranchi, Nilamber Pitamber University at Palamu, Sidhu Kanhu University at Dumka, Vinova Bhawe University in Hazaribagh and Kolhan University at Chaibasa. The State reports 117 colleges offering B.Ed courses as on March 2014. Being a young state, Jharkhand is yet to put in place Teacher Education Institutions and systems. The vision and a state plan for Teacher Education are yet to be articulated. The State does not have a Department or Directorate looking into the issues of Teacher Education. The State appears only to have reacted to various demands made by the government at the centre or provisions in different schemes.

The report of the *Joint Review Mission on Teacher Education on Jharkhand, February 2013* has listed the following drawbacks the state teacher education system:

- The revised B.Ed programme was not at par with NCFTE and not in sync with the NCERT texts being used in the school system.
- The curriculum and pedagogy in the Teacher Education institutions at Jharkhand revealed the lack of resource support within the system and the absence of good libraries with updated reading materials, learning resource centers or a preparedness for use of ICT.
- Research generated in local contexts is largely absent from all levels of Teacher Education,
- There are no inter-linkages and convergence of Teacher Education with other state programs or school system and absence of a contact of Teacher Education with the issues concerning the school system.

The B.Ed. syllabi of the courses had been revised recently in Ranchi University (2012), Nilamber Pitamber University (2012) Kolhan University (2013) and Sidhu Kanhu University (2013). These revisions were carried out by faculty and experts drawn from within the state. It is observed that the different syllabi being followed across the Teacher Education Programme is not in sync with the NCFTE, 2009 and the revised syllabi do not sufficiently engage with contemporary discourses in the disciplines and pedagogic practices. It is hoped that bringing the Teacher Education programme at par with NCFTE-2009, would also ensure that students in Teacher Education programme are prepared in line with the requirements of the NCF-2005.

Though there have been major recommendations made by the government and different agencies to bring qualitative improvements in the Teacher Education programme through certain mechanism, the state education system have come under severe criticism for not addressing the contemporary challenges and reforms in the school education and teacher education. Therefore the present study was taken up to study the gaps in the Teacher Education programme of Jharkhand and the views of teacher-educator and student-teacher about the curriculum with respect to NCFTE, 2009.

### **Research Questions**

- To what extent pre-service secondary teacher education programme of Jharkhand confirms to the NCFTE, 2009 guidelines.
- What are the views of teacher educators on pre-service teacher education programme of Jharkhand from the perspective of achievability of objectives, availability of resources and assessment strategies?
- What are the views of student-teachers about the quality and relevance of curriculum?

### **Method and Procedure**

Descriptive method was used for this study. The s have collected syllabus of different universities and analyzed its content based on NCFTE 2009 and taken the views of teacher-educators and student-teachers on the B.Ed. Curriculum of all the Universities of Jharkhand. Sample for the

present study consisted of 5 Universities, 10 B.Ed. colleges, 70 Teacher-educators and 70 Student-teachers. The tools and techniques used in this research are as follows:

- a) Content check list to assess the present B.Ed. programme of Jharkhand based on the norms of NCFTE, 2009.
- b) Questionnaires were used to find out the views of teacher-educators on B.Ed. programme.
- c) Focused Group Discussion (FGD) conducted to find out the view of student-teachers about the B.Ed. curriculum.

The data collected from different tools and methods were analyzed by both quantitative and qualitative method as per the objectives of the study. The data collected through different tools and methods were administered using suitable techniques such as percentage, frequency and graphical representation

### **Major Findings and Discussion of Results**

The study revealed that the syllabus partially confirm to the guidelines prescribed by NCTE in the document NCFTE 2009. Although each State can prepare teachers taking into account the State needs and contexts some of the concerns, contexts suggested by NCFTE 2009 for quality enhancement of teacher education programme in the country cannot be neglected.

The study revealed that the syllabus is not good enough to achieve some of the objectives listed in the framework developed by NCTE. The four objectives which are not achievable are to augment their natural propensity to construct meaning, to critically examine curriculum and text books, do not treat knowledge as a given entity embedded in the curriculum and accepted without question and integrate academic learning with social and personal realities. Studies conducted most recently by Achrya (2011) also reveal the same findings. The study conducted by her shows that the curriculum is not good enough to achieve some objectives which focus on constructivist perspectives in teacher education. In our Teacher Education Programme we focus the traditional behaviouristic approach and now there is time for paradigm shift.

The study revealed some of the limitations of Teacher Education curriculum of Universities of Jharkhand like absence of some emerging contents, lack of adequate emphasis and implementation of skill based programmes and transactional approaches. The findings have been going as per the findings of many previous studies like Panda (2001), Behera and Basantia (2005), Yadav (2004), Acharya (2011) and others. While modifying the syllabus this may be taken into consideration.

As it is evident from the findings that the Teacher Education programme of Jharkhand does not fully confirm to NCFTE 2009 as most of the syllabus which is now being practiced are not researched based therefore it has many lacunas and short comes and it fails to fulfill the objectives. The frame work suggests new pedagogical knowledge and analysis, equitable education. It should be learner centered and should be away from rote learning. The curriculum should more be focused on practical aspects rather than completing just file works. There should be flexibility in all the dimension of the curricula so that effectively it could be implemented as per the need. Though many points and objectives are full filled through the curriculum but the content is not adequately reflected in the syllabus. And to successfully transact the curriculum adequate human sources and learning resources are not available in the institution. Many of the teachers are not well qualified or experienced as per the requirements. Therefore the objectives cannot be full filled completely. From the student point of view the student-teacher are not happy with current curriculum. Their expectations are not getting fulfilled through these curricula therefore it need to be revised and should be based as per current situation and demand of the schools and society. They also suggested that some type of selection process should be implemented for fair and deserving selection of the prospective student-teachers.

Regarding assessment and evaluation both student-teachers and teacher-educators agree that present evaluation system is not adequate as it does focus equally on theory and practical. There is a big difference between theory content and practical content of the syllabus. It does not provide flexibility to the student-teacher. Therefore both students as well as teachers agree that the syllabus need to be revised as per the current frame work and the institution should be equipped with necessary resources to transact the curriculum for effectiveness of the programme.

## Implications of the Study

The present study has implications for the curriculum framers, educational planners, and teachers as well as for the student-teachers and persons involved in the field of educations. Some of the important implications are given below:

- 1) While preparing curriculum for teacher education, the curriculum framers should make a balance between theory and practical in terms of marks and content load. Similarly a proper balance needs to be maintained among the pedagogical theory, language and content cum methodology papers taking into consideration the socio-cultural and national demands.
- 2) Before the implementation and during the implementation of any new teacher education syllabus, the teacher educators who would implement/ transact present syllabus should be involved. Efforts should be made to develop a sense of confidence among them to transact the curriculum.
- 3) While implementing the syllabus of teacher education, it should be kept in mind that, the institution has the provision of adequate staff, infrastructure, provision of targeted oriented teaching-learning materials and textbooks.
- 4) The grass root level functionaries of Teacher Education programme like teacher-educators, trainee teachers should be encouraged to evaluate the effectiveness of the present teacher education syllabus.
- 5) The findings of the study will facilitate the B.Ed. curriculum transaction of Jharkhand to know how effectively the B.Ed. curriculum has been transacted by following the guidelines of NCFTE 2009.
- 6) Teacher-educators need orientation in areas like 'Project Work', 'Action Research' and 'Field Work'. Therefore orientation programme should be organized by NCERT, SCERT to orient thy teacher-educators in these areas.
- 7) Adequate training and orientation may be given to the teacher-educators to achieve all the objectives of the present syllabus.
- 8) Teacher educators need to be sensitized towards awareness about NCFTE 2009 through various programmes like workshop, orientation etc. it is high time the policy makers, administrators and teacher educators get oriented towards the awareness about NCFTE 2009.

## References

- Anistha, K.S. (2008). Evaluation of Transfer of Teaching Skills from Teacher Education Centre to School Campus. *Journal of Educational Research and Extension*. 45, pp 11- 24.
- Agarawal, R. (1994) Teacher Effectiveness of Secondary School Teachers in Relation to Their Participation in their Own Children's Academic Activity. *Journal of Indian Education* 20 (2), page 44-51.
- Behera, L and Basantia, (2005). Evaluation of the elementary level Pre-service Teacher education Syllabus in Orissa, *Indian Educational Review*, July 2005, pp.96-117
- Devi, C, R. (2014). A Critical Study of Teacher Education Programme in Manipur. *Journal of North East India Studies*, Vol. 4(1), Jan.-Jul. 2014, pp. 67-77.
- Government of India, National Policy on Education, (1986/1992) MHRD (Education). New Delhi.
- Government of India, Report of MHRD (2013): *Joint Review Mission on Teacher Education on Jharkhand, February 2013*
- NCERT (2005). National Curriculum Framework, 2005, New Delhi
- NCFTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher, New Delhi, NCTE.
- Roy, R. (2009). New Challenges in Teacher Education, *Edu Tracks*, Vol. 8 - No. – 6, pp. 19-20
- Shastri, S. (2013). Critical Reforms and Construction. *Edu Tracks*, Vol. 13 – No. – 2, pp. 5-7.
- Walia, K. (1992). Secondary Teacher Education Programmes in North India: An Evaluate study. *Fourth Survey of Research in Education*, NCERT, New Delhi.
- Yadav, S.K. (2003). Research Perspective in Teacher Education, *University News, Association of Indian Universities*, New Delhi, Vol.41, No. 22, June, P.02-08.

### Abstract

*Quality assurance in school education comprises both internal and external assessment of quality aspects of a school. In India there is no apex external quality assurance body for assessment and accreditation of school. Schools are not operational under an umbrella organization. Many education boards have been existent at state and national level. Recently some international school boards are operating in India. All the boards have both regulating and monitoring mechanisms of their own. However, some regulating bodies have initiated assessment and accreditation mechanism at school level. A few states have initiated assessment and accreditation of inter-colleges at higher secondary level. National University of Educational Planning and Administration has started deliberation on the specific parameters of quality assurance at school level. It is imperative therefore to have substantial endeavours for quality assurance in school education at state and national level. This paper zeroes-in-on the structural and functional dimensions of quality assurance in school education. Further, it looks into relevance of different quality practices at school level during pre and post accreditation periods.*

### Global Initiatives for Quality School Education

The Dakar Framework 2000 for education reorganized the quality education as a major determinant of Education for All which included commitments to improve all aspects of quality education so that everyone and achieve better learning outcome specially in literacy, numeracy and essential life skills. UNSECO evolved better education for quality education by identifying a couple of elements : Cognitive development as a major explicit objectives of all education systems and role of education in encouraging learners' creative and emotional development, in supporting objectives of peace , citizenship and security in promoting equality in ensuring global and local cultural values. The report of the International Commission, on Education for 21<sup>st</sup> Century, education throughout life is based upon four pillars: Learning to know acknowledges those learners build their own knowledge daily, combining indigenous and external elements. Learning to do focuses on the practical application of what is learned. Learning is live together addresses the critical skills for a life free from discrimination, where all have equal opportunity to develop themselves, their families and their communities. Learning to emphasizes the skills needed for individuals to develop their potential. This conceptualization of education provides an integrated and comprehensive views of learning that constitute quality education. UNICEF strongly emphasizes desirable dimension of quality education as identified in the Dakar Framework which recognizes five dimension of quality: learners, environments, content, processes and outcomes observed on the rights of the whole child and all children, to survival, protection, development and participation.

The concept of quality is inherently multidimensional. It is partly inked to results and partly to objectives and components that intervene to reach these results. It is also obvious that the concept of quality of education varies with time, that it is not homogeneous at any given time and that its heterogeneity is associated with objective and subjective considerations , that is to say with situation , but also with the needs , interests, and convictions of various groups and people. The need for quality education was reaffirmed as a priority for UNESCO at a Ministerial Round Table on Quality of Education, held in Paris in 2003. UNESCO promotes access to quality education as a human right and supports a right based approach to all educational activities.

The Global Thematic Consultation on Education in the Post-2015 Development Agenda proposed “*Equitable, Quality Education and Lifelong Learning for All*” as the overarching goal for education. It also recommended developing specific goals, indicators and targets around a number of priority areas<sup>1</sup>. It has been one of the priority areas of the post-2015 education agenda of UNESCO. UNESCO, as lead agency for education for sustainable development (ESD), has been actively promoting the role of education in the follow-up to the United Nations Conference on Sustainable Development (Rio+20) and the current process for setting the Sustainable Development Goals (SDGs) and is working with partners to generate recommendations and define next steps to inform the post-2015 development agenda<sup>2</sup>. While much has yet to be decided, the overarching framework of the post-2015 development agenda is likely to be defined by one set of global goals to eradicate



poverty in the context of sustainable development<sup>3</sup>. Since its launch in 2000, the existing EFA agenda has helped to drive remarkable progress, but some critical areas remain unaddressed and progress has slowed in recent years and EFA will remain an unfinished agenda<sup>4</sup>. Insufficient opportunities to access higher levels of learning, including for the acquisition of knowledge and skills in ICT (“e-literacy”), especially in the developing/low-income countries, is resulting in a knowledge divide with serious consequences on the chances of employment in today’s technology-driven worldwide<sup>5</sup>. In addition to being a stand-alone goal in the post-2015 development agenda, education should also be integrated into other development goals as an important means for their implementation, thereby highlighting the interaction of education with other goals<sup>6</sup>. The post-2015 education agenda must clearly recognize the importance of education for individual empowerment, national socio-economic development and human development. In addition to the acquisition of basic knowledge and skills, the content of learning must promote understanding and respect for human rights; inclusion and equity; cultural diversity; and foster a desire and capacity for lifelong learning and learning to live together, all of which are essential to the realization of peace, responsible citizenship, and sustainable development<sup>7</sup>.

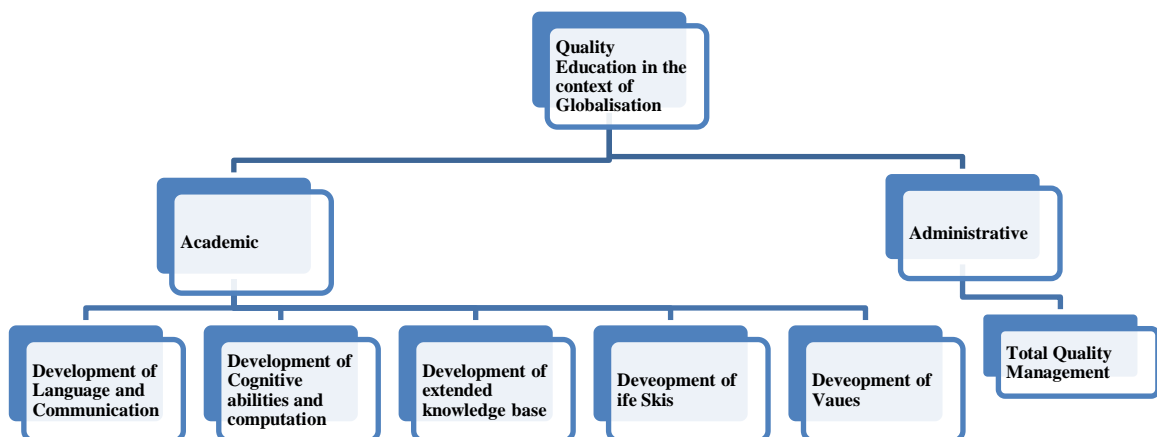
The following principles may be applied to guide the future education agenda<sup>8</sup>.

- (1) Education is a fundamental human right and inextricably linked to the realization of other rights.
- (2) Education is a public good. The state is the custodian of the principle of education as a public good. At the same time, the role of civil society, communities, parents and other stakeholders is crucial in the provision of quality education.
- (3) Education is a foundation for human fulfillment, peace, sustainable development, gender equality and responsible global citizenship.
- (4) Education is a key contributor to reducing inequalities and reducing poverty by bequeathing conditions and generating opportunities for better, sustainable lives.

Growing evidence of poor quality education contributing to low learning levels and learning deficits (or inequalities) has led policy-makers and the international community to a renewed focus on improving the provision of quality education.

The framework for quality school education has been emphasized on four important aspects of education relating directly to quality such as gender equality, social inclusion, competencies for life and the key role of teachers.

### Framework of Quality Education



### **Indian Initiatives for Quality School Education**

In tune with global initiatives for quality school education, India has adopted a right based approach by implementing Right to Free and Compulsory Education Act, 2009 integrating with Sarva Shiksha Abhiyan. The Right of Children to Free and Compulsory Education Act 2009 has categorically stated: Every child between the age of 6 and 14 years would be provided free and compulsory elementary education. It prevailed upon the Central Government to develop a framework of National Curriculum, develop and enforce standards for training of teachers, provide technical support and resources to the State Governments for promoting innovation, research, planning and capacity building. It has also ensured that no child belonging to the weaker section or disadvantaged group is discriminated against and prevented from pursuing and completing elementary education on any ground whatever so. Schools must have adequate infrastructure, teaching staff and learning equipment and provide special training facilities for their teachers (Chapter IV.6, 8). The RTE while detailing the responsibilities of schools and teachers has stipulated that every school will admit at least 25% of children belonging to weaker section and disadvantaged group right from the pre-school stage (Chapter IV.12). Further the school shall not subject a child to any screening procedure or hold back in any class or expel from school or subject to physical punishment or mental harassment. The Central Government may issue such guidelines to the concerned Government or, as the case may be, the local authority, as it deems fit for the purpose of implementation of the act. The concerned Government may issue guidelines and give such directions, as it deems fit to the Local authority or School Management Committee regarding implementation of the provision of the Act. In the case of government Schools, it has directed schools to constitute a School Management Committee (SMC) and ensure that at least three-fourths of members of sub-committee are parents and guardians (Chapter IV.21). The teachers are expected to maintain regularity and punctuality in attending schools; conduct and complete the curriculum within the specified time and assess the learning ability of each child's performance, human and financial resources. The goals are effectiveness, improvement and public assurance. The following figure depicts the overall SQAA process:

#### **Need for Assessment and Accreditation**

The assessment is aimed at encouraging schools improve quality. The CBSE has made compulsory for the affiliated schools to get accreditation within three years. The organization has sent circulars to all of its affiliated schools in 2014, asking them to get accreditation. However, there are evidences that most of the schools have decided to apply for accreditation out of 16133 schools. Some schools that have applied for accreditation are expecting the visit of empanelled committees notified by the CBSE. The assessment and accreditation is aimed at enhancing the existing qualities of schools in order to benefit all stakeholders including students, teachers, and management. It is aimed at indicating and informing the stakeholders on strength and weakness of schools on infrastructure, human resource, and performance. This would be helpful for the schools, students and teachers in achieving desired quality of education.

#### **Agencies for Assessment of School Education**

The CBSE has outsourced various national and international agencies to get involved in CBSE affiliated schools along with a set of three educationists which are called the Peer Assessment Team (PAT). The agencies empanelled are ACE Edutrend Ltd. Noida, Educational Initiative Pvt Ltd. Ahmedabad, Allied Boston Consultants India Pvt Ltd. Delhi, MGRM Net Ltd. New Delhi, Academy for Global Education Services Pvt Ltd. Goregaon, CFBT Education Service India, Hyderabad, HR Consultants Pvt Ltd. Aurangabad, All India Association for Christian Higher Education New Delhi, MOTT Macdonald, Noida, Bharatiya Jain Sangathan, TUV SUD South Asia Pvt Ltd. New Delhi and Education Quality Foundation of India.

#### **Process of Quality Assessment and Accreditation**

The intended schools will have to submit online application under the School Quality Assessment and Accreditation Scheme (SQAAS). The school has to provide all necessary information such as students, teachers, and their qualification, school infrastructure, library, and sports facilities along with evidences and documents. The self assessed report will be collated and analyzed by a Peer Assessment Team (PAT) to provide marks. The PAT will gather data, views, and opinion from students, teachers, non-teaching staff, and parents through questionnaires and interview and

observation. The data will be physically verified by PAT members with evidence support from the school. This process would help the school for self evaluation, assessment and feedback by PAT and continuous improvement.

Schools affiliated to the Central Board of Secondary Education (CBSE) have begun the process of getting accreditation under the School Quality Assessment and Accreditation Scheme (SQAAS). The CBSE has made accreditation compulsory for all affiliated schools. The Central Board of Secondary Education (CBSE) has decided to assess schools through standardized instruments and process of internal (self evaluation) and external assessment (peer review), which will encourage sustained qualitative enhancement. This assessment will be used to accredit schools to provide quality benchmarks in the concept, establishment and running of effective systems within an institution in accordance with changing socio-economic and cultural contexts, including new research. It has also been made mandatory that the schools get accredited once in every five years. With the above objective in mind, CBSE has initiated accreditation in all its affiliated schools on a nationwide basis; based on their assessment in the areas of Scholastic Processes and Outcomes, Co-Scholastic Processes, Infrastructure (Adequacy, Functionality and Aesthetics), Human Resources, Management and Administration, Leadership and Beneficiary Satisfaction. CBSE considers Accreditation as a means of demonstrating confidence in the school's purpose.

#### **Parameters of Quality Assessment and Accreditation**

The parameters with a weight of 100 per cent according to the CBSE sketches out scholastic, co-scholastic, infrastructure, human resource, administration, management and leadership along with satisfaction of stakeholders. The details of operational indicators have been analyzed.

**Scholastic processes and outcomes:** Curriculum planning, teaching learning process, student assessment and performance- how school is doing it, what are the processes and what is the documentation and archiving know how. (Weight-25 per cent)

**Co- Scholastic processes:** How does the school devise methods to assess the life skills approved by CBSE under the co-scholastic activities and make provisions for several situations? What are the methods of evaluation and documentation? (Weight- 15 per cent)

**Infrastructure:** Adequacy, functionality and aesthetics. This is where most of the schools have to carve out individual processes for various activities in different situations. (Weight- 15 per cent)

**Human Resource:** Competency of teachers, students to teacher ratio, rules and records for parents, alumni and students. (Weight- 10 per cent)

**Management and administration:** Schools have to define standard operating procedure, flow of information and goal setting. (Weight- 10 per cent)

**Leadership:** An assessment of the principals through questionnaire, interview and observation on their vision, idea and work pattern. (Weight- 15 per cent)

**Beneficiary satisfaction:** Understanding overall satisfaction of stakeholders-students, teachers, staff, parents and community. (Weight- 10 per cent)

#### **Challenges Ahead**

The schools under **Central Board of Secondary Education (CBSE)** are facing the challenges like:

- The tough **accreditation process** that has been made mandatory for each affiliated school.
- The documentation is a very difficult task unless the teachers are properly trained and habituated.
- The evidence keeping exercises in support of relevant documents are really a difficult task for teachers as it consumes a lot of time.
- There are hundreds of conditions that the schools have to comply with before they are granted the **School Quality Assessment and Accreditation (SQAA)** certificate.
- It has been witnessed by the schools that have their applications for SQAA made that the agencies survey and check records in the SQAA process very minutely. A team visits the schools and crosschecks all the claims in the documents. The schools should document even the smallest activity that has taken place.
- There are a lot of conditions that **CBSE** imposes on schools. Thus, a lot of care has to be taken in order to prevent the accreditation from being rejected. These include things like having rounded bench edges, a terrorist attack proof building, maintaining detailed paperwork etc. The norms have to be followed properly for things to work out smoothly.

## Conclusion

Quality school education has been considered a right of every child and parent. The school has to take care of catering satisfactory quality education for stakeholders. For this the school has to adopt quality improvement mechanisms and periodical quality assessment accreditation processes. The monitoring and regulating bodies are required to make necessary arrangement for smooth practice of quality assurance. The challenges faced in the process of quality assessment can be overcome by viable quality practices and innovations. Endeavours for developing a quality culture in school education can prepare the younger generation for a future of living a quality life and enlightened civilization.

## References

- UNESCO and UNICEF (2013), “Envisioning Education in the Post-2015 Development Agenda”. Executive Summary. Global Thematic Consultation on Education in the Post-2015 Development Agenda. [unesco.org/post2015/sites/post2015/files/Post-2015\\_EN\\_web.pdf](http://unesco.org/post2015/sites/post2015/files/Post-2015_EN_web.pdf).
- For UNESCO’s position on Rio+20, see UNESCO (2012), *From Green Economies to Green Societies*, pp. 13-22 for education, <http://unesdoc.unesco.org/images/0021/002133/213311e.pdf>.
- The importance of education has also been recognized under other themes of the global MDG consultation, including in the Post-2015 Thematic Consultation on Environmental Sustainability. A “good education” was voted as the top priority, before better health care and good governance in MY WORLD, a United Nations global survey aiming to capture priorities for the next set of global goals to end poverty. See: <http://data.myworld2015.org/>
- This draws on analysis in the forthcoming 2013/4 *EFA Global Monitoring Report*, along with the 2012 *EFA Global Monitoring Report*, based on data from the UNESCO Institute for Statistics database as well as other sources including from internationally-comparable household surveys presented in the World Inequality Database on Education (WIDE).
- UNESCO 2012. Education and skills for inclusive and sustainable development beyond 2015. Thematic Think Piece prepared for the United Nations Task Team on the Post-2015 United Nations Development Agenda.
- This can be undertaken through the development of education related indicators for health, employment etc. UNESCO (2012).
- UNESCO Principles on Education for Development beyond 2015. For further details on each of these principles please refer to the UNESCO education sector websites’
- See Article 26 of the Universal Declaration of Human Rights which states: (1) 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 made generally available and higher education shall be equally accessible to all on the basis of merit.
- CBSE (2014). School Quality Assessment and Accreditation, New Delhi: CBSE.
- UNESCO (1996). Learning: The Treasure Within, Report of International Commission on Education, Paris: UNESCO.

---

## CENTRALITY OF LANGUAGE IN QUALITY EDUCATION

---

Sandhya Rani Sahoo, Prof. of English, DESSH, RIE (NCERT), Bhubaneswar

### *Abstract*

*Language plays a central role in learning. Child’s basic growth- emotional, intellectual and social- depends on his mother tongue. This is the medium through which most knowledge is constructed, and through which the child recognizes and organizes his experiences and environment around him. Since language is a core factor in education, all teaching is in a way language learning, and every teacher is a language teacher. Language learning and education take place in each and every mental activity across the curriculum whether the child is conscious of it or not.*

**Key words-** Learning, Educational Psy.

---

A recent study at Lund University in Sweden investigated the effect on the brains of students who were learning a new language intensively compared to other students who were studying intensively, but not languages. Remarkably, they discovered that parts of the language learners' brains had increased in size, while this was not the case for the non-language learning group.

The child is born with a mental capability called "Language Acquisition Device" (Chomsky's LAD), which processes the inputs (words and sentences) that are received from the surrounding people, saves the words, and predicts/generates the rules of word-formation and sentence-formation. Meanwhile, as the child grows, he will develop the physiological ability to produce sounds. Combined, the simple words and simple sentences are produced further (about 10-12th month of age), and the vocabulary domain is expanded.

Bruner's LASS - Language Acquisition Support System. Child interacts with the adults around her, they constantly provide opportunities for her to acquire her mother - tongue. The phases of interaction are rapidly recognized and predicted by the infant. Child is essentially autonomous in the creation of language. She is programmed to learn, and will learn so long as minimal social and economic conditions are realized. The social conditions become more important. The child is still an active participant, is still essentially creative in her approach to language acquisition, but the role of the parents and other caretakers is also seen as primordial. Macnamara sees language learning as being subordinate to and dependent upon the capacity to understand and participate in social activities.

**What is Mother Tongue?:** A person's first language is a basis for sociolinguistic identity. The term first language is used for the language that the speaker speaks best. The term native language is used to indicate a language that a person is as proficient in as a natural-born inhabitant of that language's "base country". The term mother tongue or mother language is used for the language that a person learnt at home (usually from her parents). Children growing up in bilingual homes can according to this definition have more than one mother tongue. A child can have one or more mother tongue(s) or home language(s).

**The significance of one's mother tongue:** Language as a human institution presupposes communication. Individuals who are mute or deaf learn how to speak by using sign language. One's mother tongue makes it possible for a child to take part in the knowledge of the social work. Another impact of the mother tongue is that it brings about the reflection and learning of successful social patterns of acting and speaking. Every tongue expresses the culture of society to the complete satisfaction of its members. Language is not only a product of human life it is the prerequisite of it. Or in other words, human beings require a human relationship to survive. Languages are socio-culturally constructed.

**Language and Identity:** Languages form an integral part of children's identity, their sense of who they are and where they come from. Language provides a bank of memories and symbols inherited from one's fellow speakers and created in one's life time. It is a medium through most knowledge is constructed. It is closely tied to the thoughts and identity of the individuals. It is so closely bound to the identity that to deny or wipe out a child's mother tongue(s) is to interfere with the sense of self. Effective understanding and use of language(s) enables the child to make connections between ideas, people, and things, and to relate to the world around.

**Multilingualism:** One can have two or more native languages, thus being a native bilingual or indeed multilingual. India is a multi-lingual, multi-cultural and multi-ethnic country. 1971 Census: 1652 languages, print media – 87 languages, radio broadcast – 71, language of administration – 17, medium of instruction – 47. Variability in linguistic behaviour facilitates rather than breaks down communication in multilingual societies. Effort is to sustain multilingualism which will enable the education system to give voice to the language of every child. Multilingualism is a resource.

**Cognitive advantages to bilingualism:** When a child is fluent in two languages, this can add to the cognitive flexibility of the child. Studies show that bilingual children have control over several different languages and are more creative and socially more tolerant. These children have a wide range of linguistic repertoire which helps them to negotiate different social situations more effectively, which also help them excel in divergent thinking. A variety of advanced level linguistic skills are easily transferred from one language to another. This makes a case for recognition of the child's mother tongue(s) or home language(s).

**Language across the Curriculum:** Language in school education is in essence language across the curriculum. The cognitive and academic skills are transferable across languages, to a second language. Cummins suggested that if L1 (first language learned) has not reached a certain threshold of competence, then the child may become “semi-lingual”, which reflects low levels of competence in both languages (second language). The achievement levels of academic linguistic proficiency in the first language are unsatisfactory in most of the cases. This also fails to provide academic base for the second language and leads to general academic failure at later stage. For quality education this proficiency is essential.

**Language Education:** Language is the vehicle/dress of thought, it is the only means to think, feel and react. Hence, language is the only medium to express and participate in academics, administration and communication. Three objective of language education: cognitive, affective and conative. Children use language in class to explain, to describe, to instruct, to enquire, to hypothesize, to analyze, to compare, to deduce, to test, etc. Children learn MT naturally being exposed to it continuously. They come to school with communicative competence, with a large vocabulary, and with the full control of the rich structures of language.

Children can use lang. appropriately and accurately with modulations according to persons, places and subjects. They come to school with BICS- basic interpersonal communicative skills which largely involves the skills to perform effectively in situations that are rich in contexts and undemanding at the cognitive level. Natural-acquisition process (peer group interaction) in schools children develop CALP level abilities to perform effectively in contextually poor and cognitively demanding situations. (Writing an essay or critique a newspaper report). These skills are often get transferred from one language to another language.

**Dimensions of Language and language learning:** Languages form an integral part of a person’s identity, their sense of who they are and where they come from. Every language represents a unique and precious expression of culture. Examples: Tribal language, etc. Learning another language is a dialogue between cultures. Learning another language is an interdisciplinary exploration.

Language classroom is the place where people are encouraged and given the opportunity to take a critical view of the ways in which other people and they themselves live in their societies. Language education is ‘the space’ for reflection on and development of human interaction and intercultural competence. Language classroom is unique in terms of local and cultural context and the citizenship classroom is a site for democratic culture of learning: focuses on basic principles and human values that are universal.

**Teacher and Teaching-learning Materials:** Materials include anything which could be used to facilitate learning of a language. An effective language teacher needs to be able to evaluate, adapt, and produce materials so as to ensure they are level specific. Every teacher is a material developer. They should provide additional teaching material over and above text book material. Aim is to develop four basic skills in language along with thinking skill and study skills.

**Factors detrimental to language learning:** Some observations are: teacher writes answers on the black board for students to copy. In the examination questions come only from the prepared ones, hence children reproduce what they have learnt by heart. All answers are same with same kinds of mistakes. No room for multiple answers, interpretations, playing with language, creativity, imagination, etc. Children learn in input-poor language environment. Students read Geography/History without a map, reference to the child’s immediate environment is totally absent. For example the topic was ‘distribution of rain fall’ and it was rainy season (July). The teacher read out all the features without attracting the student’s attention to the rain outside and the vegetation.

**Enabling factors:** For change to happen the mind set has to be changed first. Everything is doable. All of us should join for quality education. We will be the facilitators and guides for children to explore, query, play with ideas, discuss, debate, and construct knowledge, create language.

## SECTION-2: MONITORING OF SCHOOL

### MONITORING OF SCHOOL: ACADEMIC LEADERSHIP OF HMs/PRINCIPAL

---

Dr. Madhumala Sengupta, Professor (Retd.) Calcutta University  
Senior Research Fellow, Indian Council of Social Science Research, New Delhi

#### Abstract

*School monitoring is a systematic mechanism by which necessary and relevant data and information are gathered from the learners. The data are then processed, analyzed and interpreted to chart the progress of learners, evaluate and assess the schools' programmes and the projects implemented therein. Monitoring is also concerned with the wellbeing and satisfaction of the school stakeholders. The quality assurance of the system of education imparted by the school is essentially carried out by the channels of monitoring and supervising. The concept of quality assurance has also undergone sea change during the past decades specially during the advent of new millennium. The future quality assurance requires that school education be relevant to content, practices and outcome of education meant for the new generation, new era, new knowledge driven economy.*

*A related concept is school effectiveness. The indicators of school effectiveness are a clear school mission, high expectations for success, effective administrative and instructional leadership, opportunities for learning, safe and orderly environment, positive home school relation and frequent monitoring of schools. Effectiveness is equated with performity. The ways the schools perform are also measured in terms of four factors namely access participation enrolment and retention.*

*In effective school the quality of leadership is a very important determining factor. The leaders in high performing schools demonstrate distinct behavioural characteristics. The effective leaders easily adapt with changes, communicate strongly with the staff, offer contingent rewards, protect teachers from disruptive situations, are flexible decision makers, focus on school goals and create the school culture and ethos.*

*An important aspect of school monitoring and evaluation is school self evaluation system. The school self evaluation is collaborative, inclusive and reflective process with the main objective of capacity building. It also seeks the views of the parents and students to evaluate the functioning of the school. The school self evaluation is grounded in the school development planning as the latter is based on the judgment of quality assessed by the former system. In other words the school development planning is a link between evaluated judgment obtained by critical self assessment and the actions taken for school improvement*

*School Development Plan or School Improvement Plan is devised on the basis of the report of School self evaluation report. The Plan should be framed carefully. It should be specific measureable, realistic, attainable and time bound. The school monitoring and evaluation is thus an indispensable part of school development for enhancing and sustaining of quality education. In India non performing schools are large in number and the educational objectives often remain unattended. Therefore, monitoring system of school education must be improvised with more emphasis on school self evaluation.*

---

#### Introduction

School monitoring is a systematic mechanism by which necessary and relevant data and information are gathered from the learners. The data are then processed, analyzed and interpreted to chart the progress of learners, evaluate and assess the schools' programmes and the projects implemented therein. Monitoring is also concerned with the wellbeing and satisfaction of the school stakeholders. The quality assurance of the system of education imparted by the school is essentially carried out by the channels of monitoring and supervising.

The concept of quality assurance has also undergone sea change during the past decades especially during the advent of new millennium. Cheng (2001) in this respect discussed about three waves of quality assurance related to school education. The first wave during 1980s was internal quality assurance where internal educational activities like the process of teaching learning was the main issue related to quality. In the next phase the wave of interface quality assurance was concerned with effectiveness school as a whole, satisfaction of the stakeholders, market competition. Cheng (2001) contends that the initiatives resulted from the two waves were not adequate to meet global

challenges of the present era. The new school of this period has to deal with contextualized multiple intelligence, globalization, localization and individualization. Hence there is the need for future quality assurance as the third wave of total quality management. The future quality assurance requires that school education be relevant to content, practices and outcome of education meant for the new generation, new era, new knowledge driven economy. As Cheng (1997) pointed out that this type of education must cater to the human nature in a social political and cultural context. His concept of triplication namely globalization, localization and individualization should be reflected in quality education.

A related concept to quality assurance and monitoring of schools is school effectiveness. As a matter of fact the objective of monitoring is to improve school effect. However, the notion of school effectiveness is not always clear and there is lack of consensus in this respect, though research field in this respect is quite rich. On the basis of the findings Kirk and Jones (2004) had discussed the issue of school effect in detail. They mention the seven correlates of school effectiveness in the following manner (Lezotte 2001)

- A clear school mission is an important aspect of school effectiveness, not only clearly articulated but it should be shared by the staff members. They must also understand the mission and be committed to the instructional objectives; evaluation practices and above all is accountable.
- High expectations for success imply the attitude of the school staff including teachers. LaMotte (2001) mentioned that the staff of an effective school believes that the students can master the basic curriculum and also have the capability to do so. According to Bauer (1997) challenging and effective tasks are given to the students who are considered as assets and unique gifts and are expected to excel.
- Effective administrative and instructional leadership is another characteristic of effective school. In such a school the leadership is shared by all. The nature of leadership is characterized by firmness, purpose and participation.
- Opportunities to learn and adequate allocated time to tasks have effect on school. It signifies that the curriculum is well planned with clear aims objectives and emphasis on standard. Lezotte (2001) also suggested interdisciplinary curriculum to develop necessary skills.
- Safe and orderly environment is conducive to optimum learning and developing mental health of the students. Thus an effective school supports cooperative learning where human diversity is respected and democratic values are upheld.
- The positive home school relation improves the overall functioning of the school and improves its effectiveness. Lezottes (2010) maintained that home school relation is manifested in projects and programmes bringing parents and other stakeholders closer to school. When the connection between school and home is strong drawing parents physically then the learners' achievement improves. (Steinberg2006). This relationship is also instrumental in developing literacy. In low performing schools the parents seldom take any interest in school activities.
- The seventh characteristic of effective school is frequent monitoring of student progress. The school is responsible for the total development of the students and for this purpose it has to assess the students continuously and take necessary action for all round development instead of blaming the students or the environment. In this respect Lezotte (1997) maintained that there should be more emphasis on curriculum based criterion referenced tests instead of traditional norm referenced assessment. Because this kind of authentic assessment is more likely to reveal the level of students 'mastery.

The school effectiveness is also equated with the culture of performavity which indicates the ways the schools implement good practices and policies to perform more effectively. The ways the schools perform are also measured in terms of four factors namely access participation enrolment and retention. Access implies to what extent the schools provide opportunities for education while enrolment and retention ensure that the learners actually get admitted and complete their education and are ready for the next higher level of education. Participation signifies active involvement of the stakeholders in the process of education.



In effective school the quality of leadership is a very important determining factor. The leaders in high performing schools demonstrate distinct behavioural characteristics. The researchers who studied constructive school leadership found the following attributes of the successful teacher leaders (Day et.al. 2010, Barber et.al. 2010 New Leaders for New Schools RAND 2009)

- The school leaders are affirmative signifying that they recognize and celebrate school accomplishment and at the same time acknowledge failures.
- They are the change agents and able to manage changes without being afraid to challenge the status quo.
- Leaders establish strong line of communication and involve the staff in decision making process. In the process they develop a climate of respect and team work.
- Contingent rewards are given to members of the organization as the individual performances are recognized.
- They protect the teachers from disruptive situations when various controversial issues distract the teachers.
- Strong leadership is characterized by non dominant decision making and flexibility. It is also comfortable with healthy dissents.
- Focus on essential goals of the institution is another essential feature of good leadership.
- Such leaders display and practice high ideals and beliefs, communicate them to others and operate from these stand points.
- They create a school culture and positive ethos which is vibrant and intellectually stimulating.

The leadership quality of head teacher in a school goes a long way to create positive school ethos, add value to resources and acts as a source of energy for the school staff. It helps to develop a committed and cohesive work group. This strong system of leadership is instrumental in creating a strong internal accountability system.

An important aspect of school monitoring and evaluation is school self evaluation system. Although external evaluation is an essential tool for enhancing quality of education yet it is complemented by internal self reflection based on appropriate documented method of analysis. The school self evaluation is collaborative, inclusive and reflective process with the main objective of capacity building. It also seeks the views of the parents and students to evaluate the functioning of the school. The school self evaluation is grounded in the school development planning as the latter is based on the judgment of quality assessed by the former system. In other words the school development planning is a link between evaluated judgment obtained by critical self assessment and the actions taken for school improvement.

The school self evaluation is based on the following key principles.

- It is collaborative and inclusive as head of the institutions, teachers, staff, parents, students and other stakeholders work together in this evaluation process.
- As all of them are engaged in critical thinking about the aims of the school, its priority areas of development, so it is reflexive in its approach.
- Most importantly school self development system is flexible, creative where rethinking, redesigning and revising the ways of doing work are welcome.
- It is a continuous ongoing process with the aim of improving teaching learning process and other aspects of school.

The school self evaluation report contains information related to school context. The School Education Department of Irish Government (Available online at: <http://www.education.ie>) has published a Report which gives a detailed guidelines regarding SSE. These guidelines can be applied in the Indian context with modifications. It maintains that SSE addresses the following questions for the enhancing good performance of the school. These are

- How well we are doing what we are doing?
- How well should we be doing what are we doing?
- What more can we aim to achieve?
- What must we do to make it happen?

The above mentioned documents suggested six key steps of SSE process. The first step is gathering of relevant information. Then the evidence is analyzed. In the third stage the strengths and weaknesses are judged. The 4<sup>th</sup> step is about writing school self evaluation report. It is followed by framing of school improvement plan. In the 6<sup>th</sup> step plan is implemented and monitored. The following table shows the detailed account of these SSE steps.

Step 1 Gathering evidence	Outcome	Learning	Teaching
Step 2 Analyzing evidence and evaluation criteria	Attainment, knowledge, skills, attitude and progress	Active, collaborative, challenging and motivating	Purpose, pace, appropriate differentiation, assessment
Step 3 Drawing conclusion and judgment	Significant strength of the school	Strength outweighs weakness	Weakness outweighs strength
Step 4 School self evaluation report	Focus evaluation Context Findings	Strength Areas for improvement Legislative requirement	
Step 5 Improvement Plan	Target Action Responsibility	Time frame Measurable outcome Review date	
Step 6 Implementation And Monitoring	Action at class level At school level	Progress on targets Changes.	

The school self evaluation serves important purpose and its functions in this respect are enumerated. It shows how the school has fulfilled the requirements to evaluate its performance. It serves as the basis for discussion and reflection among the teachers, management, parents, trustees and other interested agencies. SSE can be used as a source of information when reporting is required. Last but not least it provides information to the external agencies of external evaluation.

School Development Plan or School Improvement Plan is devised on the basis of the report of School self evaluation report. The Plan should be framed carefully. It should be specific measureable, realistic, attainable and time bound. The targets to be attained in the school development plan should be linked to the relevant baseline data gathered by SSE. The frame for such a Plan was suggested by the document entitled School M & E system (<https://depd-qms.wikispaces.com>) is given below.

- It should depict a summary of strengths and areas for improvements
- Targets for improvement with a focus on learners' outcome.
- Actions required achieving the targets.
- References to those who are responsible for undertaking actions.
- A statement how the school will check the progress, whether the targets have been achieved.
- A time frame for achievement of the targets.

The activities within the monitoring and evaluation system are the important props for developing and implementing the plan. The activities include regular team meeting, discussion of the problems. The school should also update the level of implementation and bring out monthly status report and communicate the accomplishments to the stakeholders.

The school monitoring and evaluation is thus an indispensable part of school development for enhancing and sustaining of quality education. In India non performing schools are large in number and the educational objectives often remain unattended. Therefore, monitoring system of school education must be improvised with more emphasis on school self evaluation.

#### References:

Bauer, H. (1997, June–July). High poverty, high performing: High hope! *IDRA Newsletter*, 24(6). Retrieved October 28, 2015, from <http://www.idra.org/News/1997/Jun/Hilaria.htm>

- Cheng, Y.C. & Tam, W.M. (1997). Multi-models of Quality in Education. *Quality Assurance in Education*, 5(1), 22-31.
- Cheng (2001) Invited Plenary Speech Presented at The International Forum on Quality Education for the Twenty-first Century Co-organized by UNESCO-PROAP, National Commission for UNESCO of Ministry of Education, and National Institute of Educational Research, China.
- Kirk, D.J., Jones T.L (2004) Effective School, Assessment Report. Pearson Education Inc. <http://www.pearsonassessment.com>.
- Lezotte, L. (1991). *Correlates of effective schools: The first and second generation*. Okemos, MI: Effective Schools Products, Ltd.
- Lezotte, L. (2001). *Revolutionary and evolutionary: The effective schools movement*. Okemos, MI: Effective Schools Products, Ltd.
- Lezotte, L. W. (2010). What effective schools do: Envisioning the correlates Indianapolis, IN: Solution Tree RAND URL: <http://www.rand.org/> RAND Europe URL: <http://www.rand.org/randeurope>
- Steinberg, L., (2006). Parenting adolescents. In M. H. Bornstein (Ed.), *Handbook of parenting: Vol. 1. Children and parenting* (2nd ed., pp. 103 –133). Mahwah, NJ. Erlbaum.
- Department of Education and Science (2003). *Looking at Our School: An aid to self-evaluation in primary schools*. Available online at: <http://www.education.ie>
- Department of Education and Skills (2011). *Literacy and Numeracy for Learning and Life, the National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020*. Available online at: <http://www.education.ie>

#### **DEVELOPMENT OF INSTRUCTIONAL LEADERSHIP AMONG SCHOOL HEADS**

---

Dr. Rasmirekha Sethy, Assistant Professor, RIE Bhubaneswar

Dr R K Mohalik, Assistant Professor, RIE, Bhubaneswar

##### **Abstract**

Elementary Education plays a significant role in the development of individual in particular and Nation in general. This is the period of education where the children are introduced to formal education in form of reading, writing and arithmetic and later social science, science, mathematics. It is the foundation for future education of child as well as secondary and higher education. This is the period of tremendous cognitive development, shaping reason, intellect and social skills for children. Realizing the importance of Elementary education, Government of India made it as fundamental Right of child. The Government of India launched various innovative policies and plans such as DPEP, Mid Day Meal, Operation Black Board, free text book and uniform, SSA etc. The purpose of all these polices and plans is to provide quality Elementary Education to all children irrespective of their gender, caste, religion and status. In spite of all these polices and plans, we failed to provide quality Elementary Education to all children up to 14 years. One of the significant factors for our failure is lack of instructional leaders in field of education at school level who is in real sense implementer of all educational plans and policies. This paper explores instructional leadership behaviour of Elementary School Heads in Jharkhand state.

##### **Introduction**

Elementary Education plays a significant role in the development of individual in particular and Nation in general. This is the period of education where the children are introduced to formal education in form of reading, writing and arithmetic and later social science, science, mathematics. It is the foundation for future education of child as well as secondary and higher education. This is the period of tremendous cognitive development, shaping reason, intellect and social skills for children. Realizing the importance of Elementary education, Government of India made it as fundamental Right of child. The Government of India launched various innovative policies and plans such as DPEP, Mid Day Meal, Operation Black Board, free text book and uniform, SSA etc. The purpose of all these polices and plans is to provide quality Elementary Education to all children irrespective of their gender, caste, religion and status. In spite of all these polices and plans, we failed to provide quality Elementary Education to all children up to 14 years. One of the significant factors for our

failure is lack of instructional leaders in field of education at school level who is in real sense implementer of all educational plans and policies.

In fact Heads of school plays a central role in proper planning, managing, administering, supervising and executing different policies and plans at school level. The success and failure of school mainly rests on leadership quality of Head. A successful Head of school must possess a combination of personal and professional characteristics which fit in the conception of democratic leadership. He/ she should have ability to win respect and confidence, empathy and sensitivity, enthusiasm, self adequacy, originality, sense of humor, sincerity and resourcefulness. He/she should also possess professional qualities like knowledge of instructional material and methods, ability to evaluate and interpret factors in producing learning, proficiency in experimentation and research, willingness and ability to continue personal and professional growth.

The leadership behaviour of HMs can be grouped in to two: bureaucratic and instructional. The HM has to discharge different bureaucratic roles such as smooth running of school, granting leave to staff, sectioning finance for school development work, appointing adhoc teachers, communicating higher authority about school success and problems etc. Likewise HM has to perform many instructional roles such as planning academic calendar, preparing time table, supervising class room teaching, conducting examinations, arranging PTA and MTA for sharing academic progress of students etc. The Heads of school is responsible not only for the routine maintenance activities such as ordering text books and supplies, keeping building and grounds clean and safe and ensuring through strict disciplinary actions a tranquil setting for teachers and children but also for providing advice to younger teachers in improving instructional skills (Cuban, 1986).

The instructional leadership is essential ingredient for ensuring that every child in India gets the education, they need to succeed. It is called as bridge that can bring together many different reform efforts in ways that practically nothing else can. HMs at school level are uniquely positioned to provide a climate of high expectations, a clear vision for better teaching and learning and means for everyone in the system to realize that vision. It is said that strong instructional leadership is essential for strong teaching (Hammond, 2007). The role of an instructional leader is to see what is happening in classroom and cross a school, helping struggling students and teachers gain mastery of challenging curricula, creating incentives and supports for improving performance, motivating and supporting the professional learning of both teachers and administrators, alongside students learning. Ceff (2006) once points out that pick right school leader and great teacher will come and stay. Pick the wrong one and over time good teachers leave, mediocre one stay and the school gradually declines. The different elements of instructional leadership behaviour of HM are discussed below.

**High standard for student learning:** The HM is to set clear and standard goals for individual student as well as school achievement. Because it guides the daily practices and decisions of all stakeholders in education. The goal of the school should be based on philosophy of school, expectation of community, ideals of nation and interest of the students. It should be stated in measurable terms.

- **Rigorous curriculum:** The HM as instructional leader should have knowledge about and deeply involved in preparation of schools curriculum (Murphy 2006). He/she is to ensures that each student has an adequate opportunity to learn rigorous content in all academic subjects (Boyer 1983, Murphy & Hallinger 1985)
- **Quality instruction:** It is defined as effective instructional practices that maximize student's academic and social learning. Effective instructional leader understand the property of quality instructions and find ways to ensure that quality instruction is experienced by all students in school. They spend time on the instructional programme, often through providing feedback to teachers and supporting teachers to improve their instruction (Clark, Lotto, Maccarty 1980, Conley 1991, Leithwood and Janzi 1990)
- **Culture of learning and professional behaviour:** Instructional leader ensures there are integrated communities of professional practice in the service of student's academic and social learning. There is a healthy school environment in which student learning is the central focus. The HM plays a central role in the extent to which a school exhibits a culture of learning and professional behaviour and whether there are integrated professional

communities. HM leadership is important in facilitating factor in determining the level of professional community (Bryk, Camburn & Louis 1999)

- **Connection to external communities:** Linkage to family and or other people and institutions in the community that advance academic and social learning. It plays a key role in both establishing and supporting parental involvement and community partnership (Wilson 1985, Goldring & Sullivas 1996). He/she should ensure that expectations, information, interest from community are part of the school goals, culture and decisions (Murphy 2006 and Rove 1995)
- **Systemic performance accountability:** School leaders must integrate internal and external accountability system by holding their staff accountable for implementing strategies that align teaching and learning with achievement goals and target set by policy. Effective instructional leader enhance accountability by offering individualized support to staff, challenging teachers to think critically about teaching and promoting an atmosphere of collaboration in the school.

The Indian education Commission (1964-66) stated that the Head of the school have a special role to play in providing guidance to the new teacher through planning his work and through organizing suitable activities such as staff circles and discussions. It has been observed that majority of Head of school are giving emphasis on bureaucratic role neglecting academic role. The National Curriculum Framework-2005 also reported that at present Heads are seen largely as the administrative authority within the school, though they lack the necessary control to exercise this authority. In this context, research study on instructional leadership behaviour of Heads of school is relevant.

Many researcher has undertaken study on school Heads and there effects on students, teachers and school. Some of the relevant research studies are discussed here. Vasanthi (2008) revealed that there is significant difference among HM in decision making with respect to age, types of institutions and problems related to academic achievement, there is significant relation in decision making style of HM and teacher morale. Lieberman, Falk and Alexander 1994, Lous, Marks and Kruse 1996, Sheppard, 1996) revealed that instructional and transformational leadership is widely recognized as important in promoting academic standard, high quality instruction, collective responsibility for students academic success. Barth, Leithwood (1994) reported that meeting the excellence and equity challenge in urban schools depends on school leaders who effectively guide instructional improvement. Nanda (1992) found that out of 30 Heads of primary school only 10 Heads were most effective and age and length of service were not contributing factors in leadership behaviour among the Heads of primary school. Hassien (1992) found that educational qualification, attitude towards profession, job satisfaction, personal and social adequacy were found to be significant predictors of the administrative behaviour of the secondary school Heads. Jayajo (1992) revealed that leadership behaviour of HM differs with organizational climate and the open climate related best to perception of leadership behaviour of principals by teacher and the autonomous climate had the least relation. Sharma (1991) found that educational attainment of the teachers had established a relationship with the administrative behaviour of the principals. Chanraborli (1990) studied the importance of an open climate in schools, ways of creating a congenial climate and effects of the leader's personality and his behaviour in forming a favourable climate. Mahashabde (1990) found there is no significant relationship between leadership style, job satisfaction of teachers, organizational climate and student's academic achievement. Mahashadde (1990) reported that none of the principals appeared to have used the telling style and delegating style of leadership according to their own perceptions and teachers indicated that no principals used participatory style. Shaheen (1988) professional attainment, attitude towards teaching, SES, economic and political value and social value contributed significantly to principal's effectiveness. Sharma (1982) reported that leadership behaviour of HM has direct impact on the school and on its functioning which makes for a good climate. Sharma (1982) reported that a significant difference was found between different types of school climate and leadership behaviour. Though many researches were conducted on HM but these are mostly confined to administrative leadership style of HM and it effect on teachers, school climate, student's academic achievement etc. Very few study reported that exclusively studied instructional leadership behaviour of Heads of school. Therefore the researcher raised following research questions for investigation.

- i) What is the instructional leadership behaviour of Elementary school HMs?
- ii) Is there any significant difference in instructional leadership behaviour of Elementary school HMs with reference to their sex, educational qualification and local of school?

### Objectives

1. To study instructional leadership behaviour of Elementary school HMs
2. To compare instructional leadership behaviour of Elementary school HMs with reference to their sex, educational qualification and local of school.

### Hypotheses

There is no significant difference in instructional leadership behaviour of Elementary school HMs with reference to their sex ie male and female.

1. There is no significant difference in instructional leadership behaviour of Elementary school HMs with reference to their educational qualification i.e. BT and B.Ed.
2. There is no significant difference in instructional leadership behaviour of Elementary school HMs with reference to local of school i.e. rural and urban.

### Methodology:

The descriptive methodology was followed for undertaking this research. The population for the present study is all Elementary school HMs of Bokaro district Jharkhand. This study involved 120 Elementary school Heads. An equal number of male and female, rural and urban Elementary school Heads were chosen. Again out of 120 school Heads, 50 are having BT qualification and 70 are having B.Ed qualification. These samples were selected by use of stratified random sampling techniques taking sex and region as strata. A self prepared five point self-rating scale was used for gathering data regarding instructional leadership behaviour of school Heads. After scoring all Heads of school were grouped under three categories such as effective, average and ineffective instructional leader on the basis of score obtained. Both descriptive and inferential statistics such as frequency, percentage and chi-square test were used for analysis and interpretation.

### Analysis and Interpretation:

The researcher divided the analysis and interpretation part in to two sections; first section describes instructional leadership behaviour of HMs of school in terms of frequencies and percentage with reference to total sample, sex, region and qualification. The second part discusses about whether the instructional leadership behaviour of HMs of school is related to sex, qualification and local of school.

### Analysis of Instructional Leadership Behaviour of HMs of Elementary School

**Table-1:** Frequency and % of Elementary school HMs belonging to different category of ILB

Category of ILB	Sex		Region		Qualification		Total
	Male	Female	Rural	Urban	BT	B.Ed	
Effective	16 (27)*	15 (25)	12(20)	19(31)	9 (18)	22(31)	31 (26)
Average	18(30)	17(28)	14(23)	21(35)	15(30)	20(29)	35(29)
Ineffective	26 (43)	28 (47)	34(57)	20(34)	26(52)	28(40)	54(45)
Total	60	60	60	60	50	70	120

### \*The figure inside brackets indicates percentage

The table-1 indicates that 26% of Elementary school HMs are effective, 29% of Heads are average where as 45% of Heads are ineffective instructional leader. It also revealed that 27% of male Heads are effective where as 25% of female Heads are effective, 30% of male Heads are average where as 28 % of female Heads are average, 43% of male Heads are ineffective where as 47% of female Heads are ineffective. The same table also points out that 20 % of Heads working in rural school are effective where as 31% of Heads working in urban school are effective, 23% of Heads working in rural schools are average where as 35% of heads working in urban school are average, 57% of Heads working in rural schools are ineffective where as 34% of Heads working in urban school re ineffective. It also points out that 18% of Heads having BT qualification are effective where as 31% of Heads having B.Ed qualification are effective, 30% of Heads having BT qualification are average where as 29% of Heads having B.Ed qualification are average, 52% of Heads having BT qualification are ineffective where as 40% of Heads having B.Ed qualification are ineffective. It can

be said that more than 40% of HMs are ineffective instructional leader taking all sample in to account and Heads working in urban area and having B.Ed qualification are more effective and less ineffective in comparison to their counterpart in rural are and having BT qualification.

**Comparison of Instructional Leadership Behavior of HMs of Elementary School in Relation to Sex, Qualification and Local of School**

**Table-2:** Chi-square value of ILB of Elementary School HMs with reference to sex, qualification and local of school

Group	Chi-square value	Result
Male and Female	0.1	Not Significant
BT and B.Ed	2.957	Not Significant
Rural and Urban	6.6	Significant at .5 level

The researcher calculated the chi-square to find out whether the difference in instructional leadership behaviour of Heads of Elementary School is statistically significant with reference to sex, qualification and local of school. The table-2 indicates that difference in instructional leadership behaviour of Heads of school between rural and urban Heads is statistically significant at .50 levels as calculated chi-square value (6.6) is greater than table value (5.99). So it can be concluded that there is a significant difference in instructional leadership behaviour of Head of Elementary School working in rural and urban area. The same table also revealed that the instructional leadership behaviour of male and female, BT and B.Ed qualified Heads of school is not statistically differ from each other. So it can be inferred that instructional leadership behaviour is not related to sex and qualification.

**Major Findings**

1. It can be said that more than 40% of HM working in Elementary schools are ineffective instructional leader taking all sample in to account.
2. HMs of Elementary School working in urban area and having B.Ed qualification are more effective instructional leader and less ineffective instructional leader in comparison to their counterpart in rural area and having BT qualification.
3. There is a significant difference in instructional leadership behaviour of Heads of Elementary School working in rural and urban area.
4. There is no statistically significant difference in instructional leadership behaviour of Elementary school HMs in relation to their sex and educational qualification.

**Conclusion**

The result of the study indicates that majority of HMs of Elementary school have ineffective instructional leadership behaviour. It has implication for the educational authority, they may identify the factors responsible for ineffective instructional leadership behaviour of HM and accordingly measures can be taken for enhancing the same. Because instructional leadership behaviour of HMs determines the success of school, progress of students and professional development of teachers. A special training/orientation programme may be organized for prospective HMs with special stress on instructional leadership. The government may plan for introducing a full time training course at teacher training centers, university departments, IASE, RIEs, and NUEPA for preparation of HMs to lead schools as it is in vogue in other parts of the world. The government may think for making instructional leadership as one of the criteria for appointment of HM in school. Because effective instructional leader can promote success of all students by facilitating the development, articulation, implementation and stewardship of vision of learning with shared and supported by the school community.

**References**

Burlingame, Coombs, Sergiovanni and Thurston. 1992. Educational governance and administration, Needham Heights, Massachusetts, USA.

Colvin, Devita, Hammond and Haycok. 2007. Educational leadership a bridge to school Reform, the Wallace Foundations, New York City, USA

Dill, V.S and Hagerman, M. 1995. Building a gentler school. Educational Leadership, 52, 69-71

Gorton, A. R. 1980. School Administration. Wm. C. Brown Company, Dubugue, Iowa, USA.

- Hassun, T. 1992. Socio-psychological and situational correlates of the administrative behaviour of secondary school heads, PhD Thesis, Bangalore University.
- Heinz, W and Harold, K. 1994. Management; a global perspective, International Edition, Mc-Graw Hill Inc Improving leadership for learning. 2007. Centre for the study of teaching and policy, University of Washington Indian Education Commission (1964-66), Ministry of Education, Government of India.
- Mehta, A. C. 2007. Elementary education in India; progress towards UEE, NUEPA, New Delhi
- Mitgang, D. Lee. 2008. Becoming a leader: preparing school principals for two days school. The Wallace Foundations, New York City, USA.
- National Policy on Education. 1986. Ministry of HRD. Government of India, New Delhi  
National Curriculum Framework-2005, NCERT, New Delhi
- Nanda, A.R. 1992. A study of leadership behaviour of primary school HMs of Cuttack City, Utkal University.
- Pati, S 1992. A study of the administrative and supervisory problems of secondary school HMs of Cuttack. Unpublished M.Phil Thesis, Utkal University
- Sarma, M.S.R. 1991. A study of the administrative behaviour of principals as perceived by teachers in relation to job satisfaction of teachers and students achievement in junior colleges, Ph.D thesis, Andhra University.
- Shaheen, U. 1988. A study of principal effectiveness in relation to professional attainment, SES, value of life and attitude towards teaching, Unpublished Ph.D thesis, Aligarh Muslim University.
- Sharma, S. 1982. A study of the leadership behaviour vis-à-vis school climate, Ph.D Thesis, Agra University.
- Trivedi, P R and Sudharsan, K N. 1996. Management of education, Discovery publishing house, Darya Ganj, New Delhi.

### **SELF ACCOUNTABILITY AMONG TEACHERS**

---

Dr. C. Jangaiah, Head, Department of Education  
The English and Foreign Language University, Hyderabad-500007

#### **Abstract**

*The modern society is highly influenced by the advancement of Science and Technology. The society needs highly trained professional workers who can make use of the technological resources to assist them. This calls for an effective change in our educational process to produce qualitative and quantitative improvement in school education. This is one of the greatest challenges of our time specially in the developing countries like India. We find the quantitative growth of school education system which has brought on to the scene a variety of institutions by their nomenclature in the name and style of servicing the cause of different layers of the community. There is a deep dissatisfaction with several aspects of our educational system and the practice which include certain realities like a) the teachers are not accountable b) there is heavy investment in education with poor return c) learning levels are not satisfactory and not comparable to international standard d) what is presented and taught in the name of learning in schools by passes vital dimensions of the human capacity to create new knowledge. e) The basic concerns of education to enable children to make sense of their life and develop their potential and to define and pursue a purpose and recognize the common values and rights of others stand lost f) failing to promote values that foster peace, humanism and tolerance, equity and social justice. g) Commitments to the ideals of patriotism, democracy, secularism, socialism and the principles emaciated in preamble of our constitution are neglected.*

*Education, in fact, has to produce good citizens with civic and social responsibilities with a commitment to the ideals enshrined in our constitution and at the same time education should strive for academic excellence. To be frank this is not happening. Who is to be blamed for the present crisis? There is no single 'answer'. All must be responsible and accountable. As a teacher, the author makes the teachers responsible for this. A teacher is the measure of all quality concerns, the*

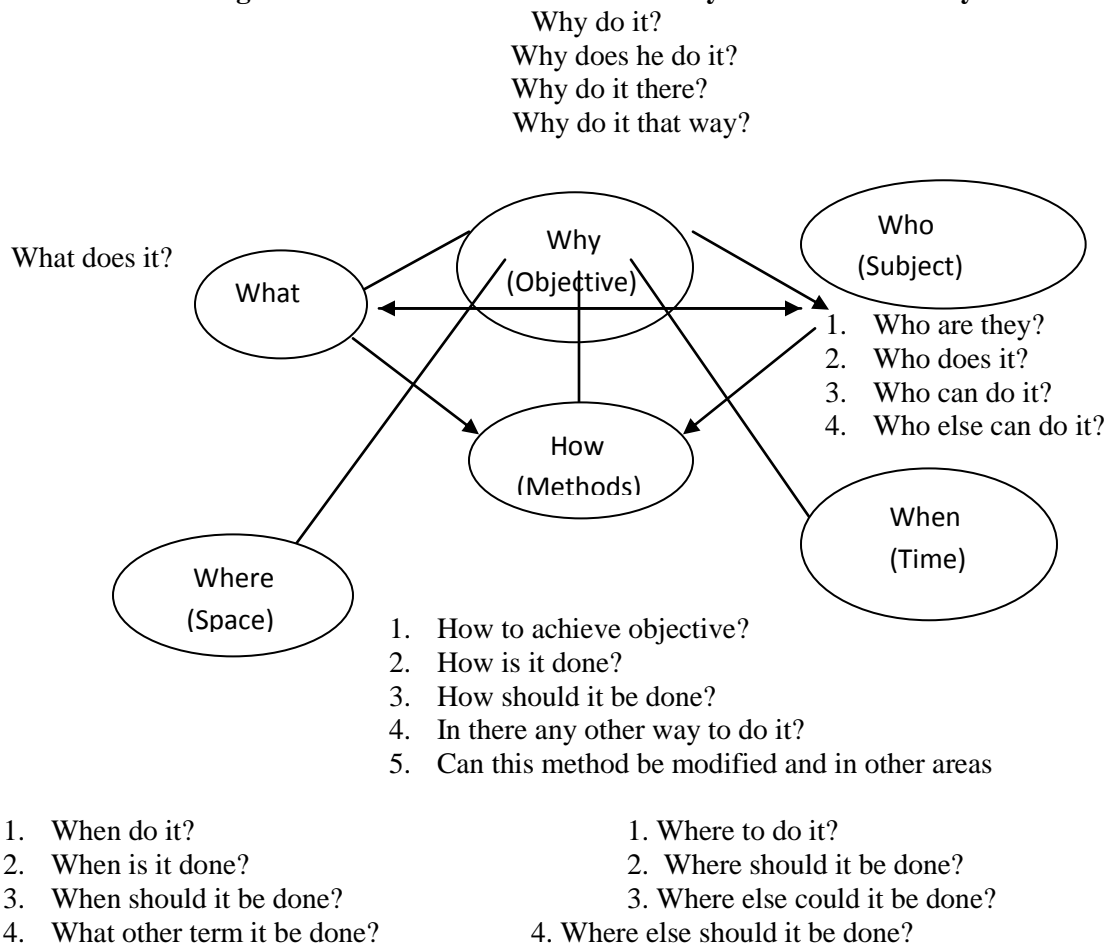


author believe a teacher is supposed to posses certain qualities along with professional competencies, responsibilities, accountabilities and dedication to the job at their very best. The FIVE Accountability areas such as Accountability to the Students, Accountability to the Parents, Accountability to the Society, Accountability to the Profession and Accountability to the Management/ Authorities are identified and discussed in this paper. The teachers and teacher educators should have the positive tendency for retrospection and introspection at any point of time to maintain their self esteem.

**Self Accountability among Teachers**

Ever since the Indian school Education system has reached somewhat satisfactory levels of achievements on Access and Enrolment the focus of attention shifted to a Dropout and Retention. Further, it is realized that mere provision of schools is no solution to attract the children (parents) the problem of dropout and retention cannot be solved. The quantitative expansion to all learners. To improve the retention capacity of the school classroom simply means improving the quality of inputs in the process that go with the provision of school education from admission through internal evaluation and preparation for the external evaluation that leads to corresponding Boards certification, this call for the Norms and Standards to be maintained by the schools.

**Chart: Showing Five Ws and One H of Critical Analysis of Accountability**



This is more desirable, when we find the quantitative growth of school education system has brought on to the scene a variety of institutions by their nomenclature in the name and style of serving the cause of different layers of, the community, as can be found from the International Schools, Public Schools, Concept Schools, Self Financing(Private and Un-aided) schools, all these in addition to old players like the Government schools(Central and State) Aided Schools, Schools Aided under local bodies, Mission schools etc. the diversities enlisted have only contributed to widening gap in ensuring quality education to all children of the school going age. If it is so then how to ensure

quality schools education in these distinctly different types of institutions and make them more accountable.

Now, look at what our educational system has accomplished since Independence, perhaps we have much to be satisfied with. Today, our country engages nearly 55 Lakh teachers (all categories) spread over the whole country and engaged in around Ten Lakh schools (all categories) to educate more than 20-25 Lakh children (all categories). While 85-95 percent of habitations have a primary school within a walking distance of one kilometer, there is a middle school within three kilometers for 30-31 percent of children. At least 50 percent of children go to secondary schools. This is the bright side of the picture. Despite this, the dark side includes high dropout ration (40 percent), poor retention rate (53.43%) and a highly in efficient system. Further, there is a deep dissatisfaction with several aspects of our educational system and practice which include the following.

- a. The teachers are not accountable.
- b. There is heavy investment in education with poor returns.
- c. Learning levels are not satisfactory and are not comparable to international standard.
- d. What is presented and taught in the name of learning in schools by passes vital dimensions of the human capacity to create new knowledge.
- e. The basic concerns of education to enable children to make sense of their life and develop their potential and to define and pursue a purpose and recognize the common values and rights of others-stand lost.
- f. Failing to promote values that foster peace, humanism and tolerance, equity and social justice.
- g. Commitments to the ideals of patriotism, democracy, secularism, socialism and the principles enunciated in the preamble of our constitution are neglected.

Education, in fact, has to produce good citizens, with civic and social responsibilities with a commitment to the ideals enshrined in our constitution and at the same time education should strive for academic excellence.

Who is to be blamed for the present crisis?

There is no "single" answer. "No single individual" can be blamed. "All" must be responsible and accountable and at the same time, the needle points to the roles of various agencies and personnel involved in the system. From this angle, if we see the needle, it points to the teachers and schools. The reason for this identification can be easily understood. Unlike other professions, teaching and teachers directly deal with the formational of human beings. The classroom where this process of formation begins is by any criterion most scare

It is in the school the teacher moulds the innocent child into a specialized human form. It is his teaching skill; his personnel influence his character, his dynamism and his life force that turns the child to be truly human contributing his best to the humanity. The Guru is god for his disciples and the disciple is god for his Guru, says Vinoba.

In doing so, certain human qualities will have to be acquired and put to actual use in transaction of various kinds. Only such a person would become a teacher who sincerely loves each and every child; is open to criticism not only from this peers and elders but also from the students; and is truthful in all his actions.

These qualities when considered along with the professional competencies of teacher would ensure their responsibilities.

Accountabilities and dedication to the profession at their very best.

### **Accountability Areas of Teachers**

The following FIVE Accountability areas are identified for assessing the accountability of teachers:

1. Accountability to the Students
2. Accountability to the Parents
3. Accountability to the Society
4. Accountability to the Profession
5. Accountability to the Management/ Authorities.

### **Accountability to the Student**

A teacher is constantly under the scrutiny of his students and the parents and society at large.

Therefore, the teacher should see that there is no incompatibility between his percepts and practices.

**The following are the accountable features of teacher towards students.**

- i) Respects the right and dignity of the students in expressing their opinion.
- ii) Deals justly and impartially with students regardless of their religion, caste, political, economic and social and physical characteristics.
- iii) Recognize the difference in aptitude and capabilities among students and strives to meet their individual needs.
- iv) Inculcates among students scientific outlook and respect for work and ideals of democracy, patriotism and peace.
- v) Is affectionate towards the students and does not behave in a vindictive manner towards any of them for any reason.
- vi) Encourages students to improve their attainments, develop their personalities and at the same time contribute to community welfare.
- vii) Pays attention to the attainments of the students in the assessment of merit.
- viii) Makes himself/herself available to the students even beyond their classrooms and helps and guides students without any remuneration or reward.
- ix) Aids students to develop an undertaking of cultural heritage and national goals.
- x) Refrains from insulting students against other students colleagues or administration (Sen Committee report, 1973)
- xi) Respects basic human dignity of children while maintaining discipline in the school.
- xii) Provides information of students regularly to their parents' particularly physical, emotional and intellectual growth and attainments and shortfalls.

### **Accountability of Teachers towards Learning Outcomes of Students**

In line with the accountability of the teachers towards learners, the teachers have got tremendous responsibility towards ultimate objectives of making every child acquire minimum expected learning competencies irrespective of caste, creed, and location of sex. i.e. all children must master learning competencies expected to be mastered by the end of a particular class or stage of learning/education. In other words, all children irrespective of the conditions under which they come from and the conditions of the schools they attend, should reach a minimum level of learning before they complete a particular stage of learning that would essentially enable them to understand the world and prepare themselves to function in it as permanently literate, socially useful and productive citizens in the later part of their lives. In a way the minimum levels of learning that all children must achieve at a given stage of education, is thus to be seen as one of the greatest responsibilities of teachers who teach students. Learning outcomes should meet the basic purpose of increasing learning attainments and serve as performance goals for the teachers and output indicators of the system. (Abstract from MLL)

In fact, it is said that indicators are the products of education that emerge from the basic aims of education. The teacher accepts them as goals and output measures. The endeavor should therefore be to set learning outcomes closer to the realistic values of education aims and objectives so that the school as a whole works towards the attainment of learning outcome over a period of time. Learning outcomes are the operational terms of objectives which are achievable communicative and can be evaluated.

### **Role of Teachers**

In this regard the role of teacher is:

- Teacher should integrate textbook knowledge and students experiences into a meaningful process of understanding and application.
- Teacher should ensure the acquisition of learning outcomes to such a level where they are achievable, sustainable and make students socially useful productive citizens.
- Permitting mastery learning by all including the first generation learners.

### **Accountability to the Parents**

- Maintain cordial relationship with the parents for ensuing universal access and enrolment.

- Report students performance to the parents, particularly physical, emotional and intellectual growth and attainments and shortfalls.
- Convene the meetings of the parent-teacher association of mutual exchange of ideas and for the benefit of the institution particularly improving infrastructure facilities, mobilization of resources and quality of learning of their wards.
- Refrain from doing anything which may undermine students' confidence.
- Convince the parents the need for retention of children in the school system and motive regular attendance of children to the school, seek their cooperation for arresting dropouts.

#### **Accountability of Teachers towards Society**

- Recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided.
- Work to improve education in the community and strengthen the community moral and intellectual life.
- Be aware that education is a social service and take part in such activities as would be conducive to the progress of the society and hence the country as a whole.
- Work for equity and equality of education of disadvantaged sections of the society, minorities, girls who were denied the right to education in the past.
- Provide extra care to the children of the parents coming from the poor and first generation learners.
- Mobilize community for the development of the school and make it participate actively in the enrolment drives, improving retention and arresting dropout rate.
- Hold meetings of parents who fail to send their children to the school.
- Review and monitor the school health programme.
- Take help in augmenting infrastructure facilities needed by the school.
- Take help in distribution of incentives such as textbooks midday meals, scholarships etc.
- Co-ordinate with the Village Panchayat for assistance as and when required.
- Participate in the community service activities and shoulders awareness and improvement programmes.
- Refrain from taking part in or subscribing to any assistance to any activity which promotes feeling of hatred or enmity among different communities, religions or linguistic groups but work for communal harmony and nation integration.

In other works, the teacher should be willing to understand the local community and participate in various activities related to the development of the school and the community and also be able to internalize the values of their own in developing a rich human resource for the advancement of the individual learner, family, local community and the larger society.

#### **Accountability towards the Profession**

This area involves 'three' essential components viz. pride in one's being the teaching profession, a strong desire for professional development and pride in molding the destiny of future citizens of India.

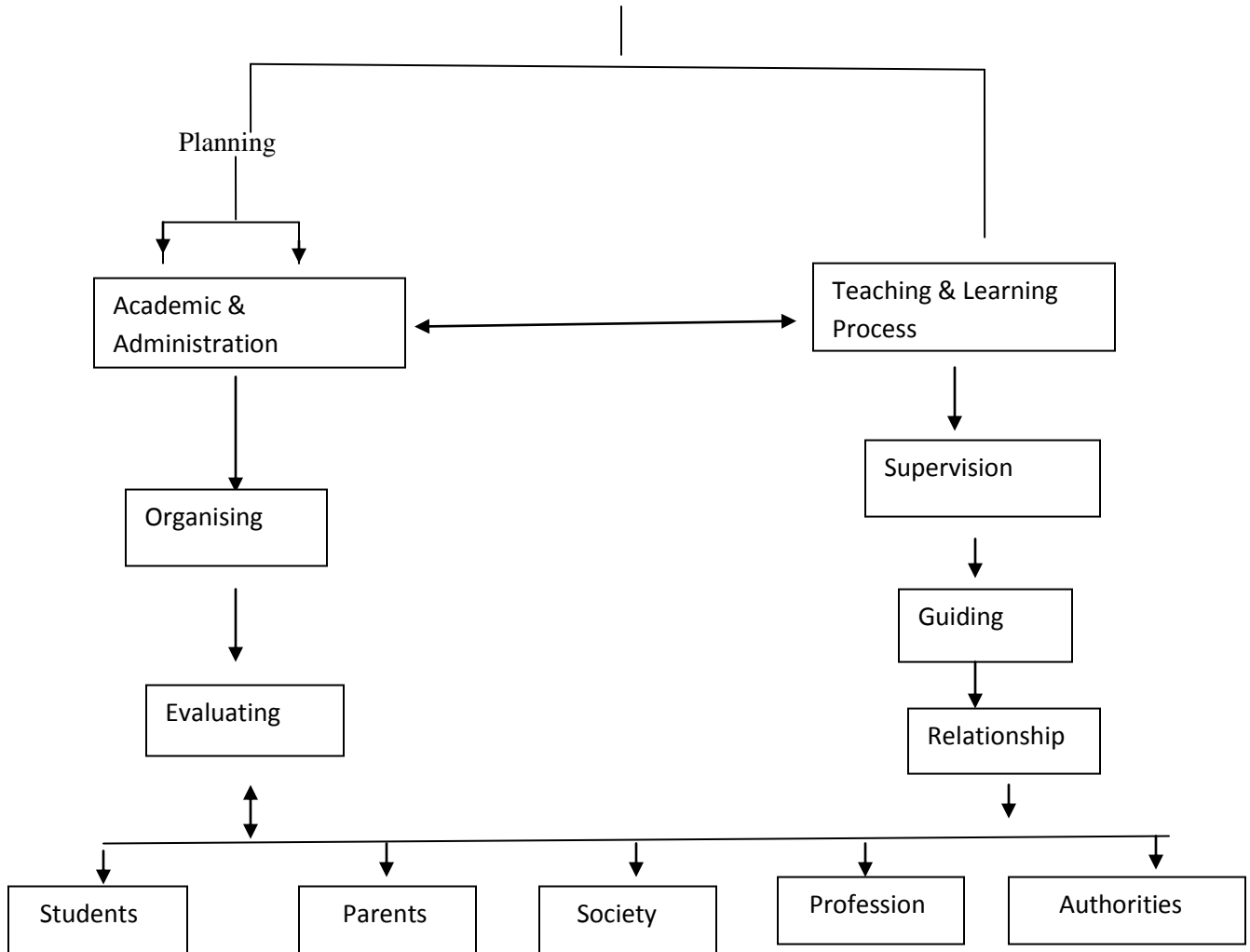
- Be proud of being a teacher and respect the right and dignity of the students in expressing their opinion.
- Strive hard to improve the attainments of students and be role model for the students.
- Undertake enrolment drives, update school census register, plan for an admission of new students, dropouts, advise and counsel students in all matters of education.
- Conduct examinations and inform the progress of the students to the parents and take appropriate remedial measures for future improvement.
- Participate in extension, co-curricular and extracurricular activities including community service.
- Be a member of the professional organizations, and participate professional meeting, seminars, conferences etc.
- Participate in programmes of professional growth like in-service, education and training, seminars and symposia and workshops.
- Conduct action research, experimental research and case studies and publish the findings.

- Cooperate with the head of the institution and authorities in and outside the institution in both curricular and co-curricular activities.
- Participate efficiently in all government programmes assigned for eradicating illiteracy, superstitions, social evils, AIDS, and population control measures etc.
- Accept as a professional the individual responsibility of reporting to the authorities concerned in an appropriate manner all matters that are considered to be prejudicial to the interest of the students and the development of the institution.
- As a professional accept the responsibility of maintenance of all school records, students 'records up-to-date and furnish information to the authorities and parents as per rules and regulations.
- Be thorough with rules and regulations of teaching profession and ready to accept responsibilities as prescribed in the *Evaluation Acts and Codes*.
- Avoid making derogatory statements about colleagues especially in the presence of students, other teaching staff, officials and parents.
- Maintain orderliness and discipline in the class and school as a whole leading to self-discipline.
- Participate effectively in the staff meetings, student councils and share the formulation of policies making of decisions and executions of staff resolutions.
- Guide the students in a matter of selection of subjects, courses of study, vocation, skill development personal guidance and motivates them to work hard.
- Record the work of students and of their day-to-day participation in activities such as games, sports, and other co-curricular and extracurricular activities in cumulative records and progress cards.
- Evaluate the performance of students from time-to-time, diagnose their weakness and strengths. For this, he has to conduct tests as per institutional plan, tabulate results and plan for remedial teaching and supervised study.

#### **Accountability to the Authorities and Management**

- Should adhere to the rule and regulations of the education department and discharge duties accordingly.
- Keep ready –data, reports to be submitted to the respective officers, supervisors and management.
- Keep ready –accounts for audit.
- Recognize the management as the prime source of his sustainable development and cooperate with it in all matters of administration.
- Develop mutual respect and trust through professional activities and outputs.
- Accept supervision and inspection as a service provided by the government and management for helping the teacher to become a better teacher and through this service, to do a more efficient job of leadership in guiding, training of students.
- Cooperate with the authorities for the betterment of the institution keeping in view the interest and in conformity with dignity of the profession.
- Refrain from availing of any leave, except in unavoidable grounds and as far as possible with prior intimation, keeping in view of their responsibilities in completion of academic programme.
- Refrain from participation in strikes, dharnas against the management and government keeping in view the interests of students in conformity with the dignity of the profession unless or otherwise it is warranted.
- Refrain from lodging unsubstantial allegations against colleagues to higher authorities and management.
- Be polite with the authorities and management.

**Chart:- Showing Accountability of Teachers**  
**Accountability**



At regular intervals the teachers and teacher educators are supposed to appraise themselves to confirm that they are maintaining.

---

**References:**

- Bawa. M. S., 1995 : Educational Accountability: The concept and its Implications, University News, New Delhi.
- Rajan, Ajay Etal, 2000 : “Job involvement – a Pre-requisite for teacher’s accountability” University News, New Delhi.
- Vijayalakshmi. G., 2004 : Accountability in Education. Edu Tracks – Hyderabad.
- Arun. C. Mehta, 2004 : Analytical Report – 2004, NIEPA, New Delhi.
- Krishnama Charyulu, 2004 : Elementary Education, Neelkamal Publications (Pvt.) Ltd., Hyderabad.
- Noorjahan N Ganihar, 2005 : Permance Appraisal of Teachers, Neelkamal Publications (Pvt Ltd., Hyderabad).
- Source : Code of Professional Ethics for Teachers, NCERT, 1997.
-

## **PROFESSIONAL COMPETENCE AND PROFESSIONAL BURNOUT OF SECONDARY SCHOOL TEACHERS: PERSPECTIVE OF TEACHERS' QUALITY IN WEST BENGAL**

Arnab Pan Assistant Professor, Imperial Institute of Education and Training, Anantapur, West Bengal Email: [panarnab@yahoo.in](mailto:panarnab@yahoo.in)

Dr. Abhijit Guha Assistant Professor (Stage-3), Ramakrishna Mission Sikshanamandira, Belur Math, West Bengal, Email: [abhi.guha68@gmail.com](mailto:abhi.guha68@gmail.com)

### **Abstract**

*Teacher's performance is an important factor for ensuring quality education at school level. Two important indicators of teachers' effective performance are the professional competence and their professional burnout. This empirical study tried to find out the status of professional competence of secondary school teachers and their burnout under different variable like gender, locality of school. Samples were collected through random selection from the secondary schools of West Bengal. Professional competence scale for teachers and professional burnout scales for teachers were used for data collection. Non parametric statistics like Mann-Whitney U test, Wilcoxon W test, were used for measuring the difference between the groups, and Spearman's rho was used for measuring the extent of correlation between the professional competence and professional burnout. The results showed that professional competence not differed significantly in relation to gender and location of schools. Whereas professional burnout differed significantly in relation to gender but had no significant difference in relation to location of schools. The study also showed that moderate level negative correlation exists between professional competence and professional burnout of teachers which show the perspective of the quality of school teachers whose efficiency, competence and accountability will ensure quality in school education.*

**Key words:** Professional Competence, Professional Burnout, Secondary School

### **Introduction**

Teacher's performance makes desirable change in students cognitive, affective, and psychomotor behaviours. Teachers provide good quality of teaching, creative environment, innovative instructional materials; adaptive dealing strategies against disruptive behaviours and social support to enhance educational outputs thus ensure the quality in school education and enhance it to the desirable extent. Without teacher contribution, the education system is likely to be failed to fulfill its aims. NCERT emphasized upon the expert knowledge, specialized skills and dedication and accountability of teachers. NPE (1986) mentioned that teacher's accountability depends upon teacher's performances and teacher's effectiveness. Teacher's Professional competence and professional burnout are two important aspects of teaching learning effectiveness and that's also relates with the teachers accountability. The Professional competence of teacher is the positive aspects of teaching learning process that is related with the knowledge, skills, abilities of instructions, and their overall performance in both scholastics and non-scholastics aspect. The Professional burnout of teachers is an aspect which is related to the emotional exhaustion, depersonalization, and personal accomplishment. Burnout is a state of exhaustion occurring due to failure, loss of energy and strength.

Some of the relevant research studies are discussed here. Friedman & Farber (1992) conducted a study on professional self-concept as a predictor of teacher burnout and tried to find out the burnout level among the teachers with respect to teacher competence in classroom management context. The research revealed that teacher competence had a significant relationship with teacher burnout. The teacher who had a higher level of competence in classroom management had lower burnout level. The teacher who had less confidence in classroom management had higher level of burnout.

Aydogan et al. (2009) made a study on burnout among Turkish high school teachers working in turkey and abroad. The study found that burnout was a common problems of Turkey's teachers working both Turkish and abroad. Significant difference found in emotional exhaustion and cognitive weariness components of burnout among the Turkish teachers. No significant relationship found between the burnout and demographic characteristics such as gender, age, and teaching experience among teachers except Germany. Gender was found to be related with teacher burnout. The study of Anbuthhasan&Balakrishnan (2013) on teaching competence of teachers in relation to

gender, age, and locality showed that teaching competence significantly differed in relation to gender, age group and locality of teachers. Women teachers had significant higher teaching competence than their counterparts. Rural teachers had significantly better teaching competence than urban teachers. Mustafa's (2013) study on professional competence of high school teachers in Indonesia found that competence level among the teachers is satisfactory. Female teachers were more competent than their male counterparts. Competence level of the teachers differed in relation to different level of teaching experience.

In West Bengal, presently teacher recruitment at secondary level is done through recommendation by West Bengal School Service Commission (WBSSC). Only academic knowledge and personality test is the criteria to qualify the selection test and to be appointed in the secondary schools since last 15 years. The practice of class demonstration to test the teaching competence before appointment has been abolished. It is evident from the fact that after School Service Commission recommendation and thereby getting appointed, the average distance from residence of the teachers to the school has been increased alarmingly, which means a large number of teachers have to go a long for their professional purpose. It is necessary to understand the status of teachers' professional competence and their burnout who were appointed through WBSSC. In this study, the researchers had tried to measure the professional competence and professional burnout of secondary school teachers to understand the quality of the school teachers of West Bengal whose efficiency, competence and accountability will ensure quality in school education.

### **Objectives**

- To find out the professional competence of the secondary school teachers in relation to gender and location of school.
- To find out the professional burnout of the secondary school teachers in relation to gender and location of school.
- To find out the relationship between professional competence and professional burnout of teachers.

### **Hypothesis**

Ho1 - There was no significant difference in professional competence of secondary school teachers in relation to their gender.

Ho2 - There was no significant difference in professional competence of secondary school teachers in relation to their location of school.

Ho3 - There was no significant difference in professional burnout of secondary school teachers in relation to their gender.

Ho4 - There was no significant difference in professional burnout of secondary school teachers in relation to their location of school.

Ho5 – There was no significant relationship between professional competence and professional burnout of secondary school teachers.

### **Methodology**

The population of the present study included Teachers of Bengali Medium Government aided secondary schools of West Bengal., 306 secondary school teachers were taken as sample. Samples were selected randomly from schools of four districts of West Bengal of which 15 schools were from rural area and 15 were from urban area. The structure of sample is given below:

### **Variables**

Major variables were Professional Competence & Professional burnout

Categorical variables :( i) Gender (Male and Female)

(ii) Location of school (Rural and Urban)

### **Tools**

Self-developed professional competence scale for teachers was used to measure the professional competence of the teachers. The scale was five points rating scale and contained 22 statements. For positive statement each statement was rated as 'Strongly Agree'=5, 'Agree' = 4, 'Neutral' = 3, 'Disagree' = 2, and 'Strongly Disagree' = 1. For negative statements each statements was rated reverse. The content validity of the scale was established by expert checking of the items. The reliability of the scale was determined through Cronbach Alpha and found to be 0.751.



Self-developed professional burnout scale for teachers was used to measure the professional burnout of the teachers. The scale was five points rating scale and contained 18 statements. For negative statements each statement was rated as 'Strongly Agree'=5, 'Agree' = 4, 'Neutral' = 3, 'Disagree' = 2, and 'Strongly Disagree' = 1. For positive statements each statements was rated reverse. The reliability of the scale was 0.694 determined through Cronbach Alpha.

### **Result and Discussion**

The present study showed that teaching competence of teachers in West Bengal not differed significantly in relation to gender. This finding had a contradiction with the finding of Titus and Annaraja (2012) who reported that there was a significant difference between male and female secondary teacher trainees in their teaching competence. It is a matter of satisfaction that if this study depicts to some extent a real picture of West Bengal, then boys as well as girls students are likely to get equal quality teacher who can enhance quality of students of both gender. With regard to the location of the schools, it was observed from the study that the difference between rural and urban teachers was insignificant in their professional competence which was contradicted with the finding of Himabindu (2012) who reported that significant difference was present between rural and urban teachers in competence levels. This finding leads the researchers to conclude that in case of appointing teachers by WBSSC, no discrimination with respect to competence of teachers was done in rural and urban areas. The professional burnout differed significantly in relation to gender. The present study showed that female teachers are prone to be more professionally burn out than male teachers. This finding contradicted with the finding of Demirelet al, (2005) who reported that no significant difference between male and female teachers in their burnout level. The reason may be that female teachers are covering much distance to attend their school; they may be experiencing more stress in teaching profession than male teachers; moreover they have to execute much household work than male counterpart which may bring their exhaustion of energy lead their burning out. There is ample scope of further study to identify the actual cause of greater burnout level of female teachers in West Bengal. Professional burnout had no significant difference between rural and urban teachers in West Bengal. This finding contradicted with the finding of Goswami (2013) who established that professional burnout differed significantly in relation to location of schools. From this finding, it can be concluded that rural or urban setting of school do not play in bringing any difference in burning out of teachers or the teachers of both area are equally giving their effort to educate our children. Professional competence had a negative significant correlation with professional burnout. This finding matched with the finding of Pillay et al. (2005) who reported that competence was negatively affected by burnout. We can conclude from this finding that if competent teachers are appointed, they can put their effort in teaching learning process much with better attitude, interest and motivation. Naturally they will less likely to get exhausted and contribute a lot to enhance the quality of school education by their competence, teaching strategies, attitude and accountability.

### **Educational Implications**

The present study has some specific significance in educational discipline, specially in the field of teacher quality management in present situation. The study gives a clear idea about the professional competence and professional burnout level of secondary school teachers of West Bengal. Beside this the study focused on the relationship between the professional competence and professional burnout. The study helps us to understand how much the school teachers are efficient in their profession and how much they are skilful to maintain their teaching learning process. The study also helps us to understand how much school teachers are able to keep them away from the effect of stress in teaching profession or not equally adjusted with the teaching profession. The correlation status between these two variables give us a clear short ideas that if the teachers maintain their professional excellency they avoid themselves from stress full condition of teaching learning process. The overall findings of this study helps to the educational administrators of this state to take necessary steps to improve teaching quality of secondary schools.

### **References**

Anbuthasan, A. &Balakrishnan, V. (2013).*Teaching competency of teachers in relation to gender, age, and locality*.International Journal of Teacher Educational Research.Vol.2(1), pp-31-35.

- Aydogan et al. (2009). *Burnout among Turkish High School teachers working in turkey and abroad: a comparative study*. Electronic journal of research in educational psychology. Vol-7(3), pp-1249-1268.
- Demirel et al.(2005). *Burnout among high school teachers in Turkey*. Middle East journal of family medicine. Vol-3(3), pp-33-36.
- Friedman, I. A. & Farber, B. A. (1992). *Professional self concept as a predictor of teacher burnout*. Journal of Educational Research. Vol-86(1), pp-28-35.
- Goswami, M. (2013). *A study of burnout of secondary school teachers in relation to their job satisfaction*. IOSR journal of humanities and social science. Vol-10,(1), pp-18-26.
- Himabindu, G. (2012). *Teacher efficacy in relation to teaching competence*. International journal of multidisciplinary educational research. Vol-1(4), pp-60-67.
- Mustafa, M. N. (2013). *Professional competency difference among high school teachers in Indonesia*. International education studies. Vol-6(9), pp-83-92.
- National Policy on Education, (1986). MHRD, Govt. of India, New Delhi.
- Pillay et al, (2005). *Well-being, burnout, and competence: implication for teachers*. Australian Journal of Teacher Education. Vol-30(2), pp-22.
- Titus, S.V and Annaraja, P (2012) *Relationship between met cognition and teaching competence of secondary teacher education students*. New Horizons in Educational Research, Vol-4(1) pp.27-31.

## **SCHOOL DEVELOPMENT PLANNING FOR ENSURING QUALITY IN SCHOOL EDUCATION**

Dr. Rajalakshmi Das, Reader in Education, Radhanath Institute of Advanced Studies in Education, Cuttack (Odisha), [E-mail-rajalakshmidas65@gmail.com](mailto:E-mail-rajalakshmidas65@gmail.com)

### **Abstract**

*School Development Planning is a process undertaken by the school community to give direction to the work of the school in order to ensure that all pupils receive a quality education for both holistic development and academic achievement. A key focus of the process is on supporting and empowering the principal and teachers in their work by providing for their professional needs in terms of working environment and professional development.*

*Operationally School Development Plan connotes: Moving away from systematic reforms to institutional renewal, increased emphasis on involvement of all stakeholders, shift from external monitoring to improved internal management of the institution, recognition of the need for institutionalizing accountability mechanisms at the field level and critical need for strengthening the roles and functions of institutional/school level managers.*

*The school development planning process is systematic, collaborative, on going, progressive and enhancing the quality of educational experience in the school through change. The process is focused on the educational needs and achievements of the pupils and concomitantly on the professional development and empowerment of the teachers. School Development Planning Promotes: School effectiveness, school improvement, quality enhancement, staff development , effective deployment of available resources, management of change and furtherance of aims and priorities of National education system.*

*The basic framework is a planning cycle that revolves around a central core. The Core consists of the school's mission, vision and fundamental aims and the Planning Cycle comprises four key operations: review, design, implementation and evaluation. No School Development Programme can ever be possible without the commitment, involvement and efficient leadership of the school heads. The need for and importance of training of school heads has been repeatedly highlighted in the past. It is found that in spite of serious efforts to provide training to the school heads it could not be possible to reach all the secondary school heads in a systematic and comprehensive manner. Therefore, the DIETs/CTEs/IASEs faculties can play important role in building the capacity of school heads thereby helping them strengthening their internal management process for ensuring school quality and school effectiveness. Thus, it becomes imperative to built up the capacity of school heads, for planning and programme for improving internal functioning of the schools having their unique features and identity. Specifically in respect of school management and community*

*involvement the school heads need exposure to the new trends and innovations in these concerned areas.*

---

### **Introduction**

Importance of leadership in management of any educational organization can never be minimized. Achievement of organizational goals very much depends on how effectively leadership is exercised in the organization. Heads of the institutions as the leaders are the key figures who can change the organizational climate that all the employees are motivated to work hard with the result that the goals are achieved. The role of the head of the institution as a leader has been a subject of considerable debate and research in education.

The role of the principal as leader is very important for the accomplishment of organizational goals. Glassman (1984) identified six characteristics of leadership. Among the six characteristics listed below the first three tend to indicate Principal's leadership as an 'educator' and next three tend to indicate leadership as an 'administrator'.

- Leading instructional improvement and innovation.
- Developing educational goal consensus
- Guiding staff development efforts
- Seeking community support or resources for change
- Involving staff in planning
- Making decisions of central importance.

The idea of School Development Planning (SDP) is not new in Indian education scenario. The Education Commission (1964-69) recommended for decentralization of educational planning and management at the Institution level. The Commission remarked:

“No comprehensive programme of educational development can ever be put across unless it involves every educational institutions and all human factors connected with it – its teachers, students and local community and unless it provides the necessary inducement to make them put in their best efforts.” The recommendations of the Commission in this regard were reflected in the National Policy on Education (1968) and since then efforts have been made to implement idea of institutional planning at all levels of school education.

The National Policy on Education (1986) emphasized that “Institutions will be encouraged to generate resources using their capacities to provide services to the community and industry”.

### **School Development Planning – The Concept**

School Development Planning is a process undertaken by the school community to give direction to the work of the school in order to ensure that all pupils receive a quality education in terms of both holistic development and academic achievement. The key agents in the process are the principal and teachers, whose partnership in planning is the cornerstone of effective school development. A key focus of the process is on supporting and empowering the principal and teachers in their work by providing for their professional needs in terms of working environment and professional development.

### **Operationally School Development Plan connotes:**

- Moving away from systematic reforms to institutional renewal.
- Increased emphasis on involvement of all stakeholders.
- Shift from external monitoring to improved internal management of the institution.
- Recognition of the need for institutionalizing accountability mechanisms at the field level.
- Critical need for strengthening the roles and functions of institutional/school level managers.

Thus, School Development Planning (SDP) is a programme of developmental improvement prepared by a school community on the basis of its felt needs and the resources available or likely to be available with a view to improving the programme and school practices to enhance the students performances. School Development Planning is not a method of training teachers, but a method of bringing of reform in school functioning. It is a continuously developing programme.

### **Characteristics of School Development Planning**

The school development planning process is systematic, collaborative, on going, progressive and enhancing the quality of educational experience in the school through change. The process is focused on the educational needs and achievements of the pupils and concomitantly on the professional development and empowerment of the teachers. As every school is unique, the operation of the planning process will vary considerably from school to school. The School Development Planning process is flexible. It is not a set of rules to be followed but a framework for collaborative creativity. Each school must adapt the framework to suit its own particular circumstances. The following are the specific characteristics of School Development Planning.

- School Development Planning is a micro - level planning. The plan is prepared on the basis of the felt needs of the school and identified by the school community.
- It emphasizes on the involvement and participation of all stakeholders.
- It is flexible, goal oriented and specific for an institution.
- It aims at the need for institutionalizing accountability mechanism at school level,
- It is a co-operative affair.
- It is a continuously developing programme.
- It is based on the maximum utilization of the resources.
- It makes the school generate something of its own than becoming a passive recipient of everything coming from outside.
- It feels the need for strengthening the roles and functions of school level managers.

### **Rationale of School Development Planning**

The fundamental purpose of School Development Planning is to enable the school to achieve and maintain the highest possible level of effectiveness in meeting the educational needs of its pupils in a culture that is characterized by change. School Development Planning Promotes:

**School Effectiveness:** Internationally, there is widespread acceptance among educationalists that collaborative School Development Planning is a powerful means of promoting school effectiveness. It enables the school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, a common set of goals, and consensus on the means of attaining them. It constitutes the school as a learning organisation that focuses on meeting the professional needs of teachers in order to meet the educational needs of pupils.

**School Improvement:** School Development Planning is a continuous improvement strategy. It provides a mechanism for systematic self-evaluation that enables the school community to review its progress, identify priorities, and prepare plans for further improvement.

**Quality Enhancement:** School Development Planning directs the attention and energy of the school community in a systematic way on the central task of the school: the provision of a quality education that is appropriate to the abilities and needs of all its pupils. It focuses on enhancing the quality of teaching and learning through collaborative action.

**Staff Development:** School Development Planning enhances the professional role of teachers and promotes their professional development.

**Effective Deployment of Available Resources:** Formalised School Development Planning enables the school to specify resource requirements and to target available resources towards meeting priority needs.

**Management of Change:** School Development Planning helps the school community to manage change effectively by enabling it to control the pace and direction of internal change and to build a capacity to respond rapidly to new challenges.

**Furtherance of Aims and Priorities of National Education System:** School Development Planning provides a structure that enables the school community to subscribe to the stated aims of the national education system and to incorporate national education priorities into the work of the school.

### **Basic Principles of School Development Planning**

- The key to bring about improvement in school education lies in directly tackling the problems of school functioning.
- The mind set of teachers and heads needs to be changed.

- Understanding the problems of an individual school and finding solutions for them have to emerge from the field itself.
- Participatory approach needs to be valued.
- A well-developed school profile provides direction to the activity of the institution to achieve its goal.
- Profiling, planning, implementing and reviewing must be a regular feature of School Development Planning.
- The effectiveness of a school can be defined in terms of students' performance.

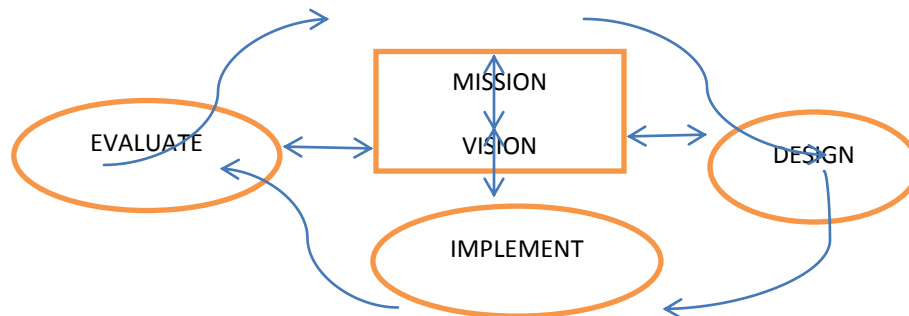
**Areas of School Development Planning:** Everything that relates to an institution is an area of School Development planning. The areas of School Development Planning are: Improving school plant/infrastructural development, improvement of instruction, co-curricular activities for pupils, community programme for the schools, school services, discipline, teaching-learning materials, professional growth of teachers and research.

**The Process of School Development Planning:** There are many models of the School Development Planning process. Each school community will decide on the model that is best suited to its own particular circumstances. The following basic framework can assist schools in the development of their own customized models. It outlines the key operations that will form part of every planning model.

**Framework of the School Development Planning Process:** The basic framework is a planning cycle that revolves around a central core.

- **The Core** consists of the school's **mission, vision and fundamental aims**.
- **The Planning Cycle** comprises four key operations: **review, design, implementation and evaluation**.

The process can be represented diagrammatically as follows:



**Fig. 1. Basic Framework of School Development Planning Process**

The School Development Planning process often begins with the Core: the formulation of Mission, Vision and Aims. Some schools, however, find it more helpful to begin with the Review and to allow their understanding of their mission, vision and aims to become enriched and clarified through participation in the planning process, and in particular through reflection on the local, national and international context factors that will influence the shaping of the school's future.

**The Core: Mission, Vision, Fundamental Aims**

**The function of the statement of Mission, Vision and Aims is:**

- To give a clear sense of direction to the work of the school
- To inspire the school community with a common sense of purpose
- To provide a framework from which policies and priorities can be derived
- To establish a reference point against which the school can evaluate the success of its activities

**The Planning Cycle**

- Review the current situation
- Identify priorities for development
- Specify goals

- Specify targets/objectives
- Design detailed action plans
- Implement the action plans
- Monitor the implementation
- Evaluate the implementation

**Time-Frame:** The time-frame for the completion of the Planning Cycle as a whole – review, design, implementation and evaluation – will vary from school to school. It is envisaged, however, that a time-frame in the range from three to five years would be appropriate for most schools.

### 1. Review

**The purpose of the review is twofold:**

- (i) **Description:** to compile a comprehensive account of the school's current situation with a view to
  - Heightening the awareness of the school community of how and why the school functions and of the context in which it operates
  - Providing data for analysis as a basis for decision-making
- (ii) **Analysis:** to establish the school's internal strengths and challenges and the opportunities and threats presented by its external environment, with a view to
  - Identifying needs that must be addressed
  - Identifying factors that must be taken into account in planning for the development of the school
  - Prioritising areas for development

**2. Design:** The Design stage encompasses designing the structure of the overall school plan, devising action plans to address the priorities, and drafting and compiling the component sections of the plan so that it can be communicated to the whole staff.

**Action Planning:** In the Design stage, the priorities identified in the Review are translated into specific objectives or targets, and Action Plans are designed to achieve those objectives.

**Step 1: Define the Objective:** Objectives should be SMART: Specific, Measurable/Monitorable, Achievable, Realistic, Timed.

**Step 2: Identify possible courses of action:** It is important to explore the available options in order to identify the one that will best achieve the objectives.

**Step 3: Choose and specify a course of action:** At this stage, the focus is on identifying exactly what is to be done. A course of action is chosen. Tasks within it are clearly defined and the order in which they are to be addressed is specified.

**Step 4: Identify resource requirements:** The resource implications of the chosen course of action are identified with a view to specifying precisely the human, organisational and physical resources required to implement the plan.

**Step 5: Review the plan/Revise if necessary:** It can be helpful at this interim point to consider whether the chosen course of action is capable of being implemented in the school, especially in the light of the resource requirements, and whether it is likely to bring about the attainment of the objectives.

**Step 6: Assign remits and responsibilities:** Each task within the specified course of action is assigned to an individual or group within the school so that it is clear who is responsible for what.

**Step 7: Establish a time-scale:** Schedules and deadlines are established to give momentum to the work of implementation, thus facilitating progress.

**Step 8: Identify criteria for success & specify monitoring and evaluation process:** It is important to identify the criteria by which progress will be judged. These criteria will facilitate monitoring during the implementation period and evaluation at the end of it.

**Outcome of Design Process: The Draft School Plan:** The outcome of the Design process is the Draft School Plan, a key component of which is a set of action plans related to the development priorities identified in the review process. It is important that the school community be kept informed to ensure the maintenance of a positive, supportive climate for the implementation.

**3. Implementation:** During the implementation process, the tasks specified in the action plan are carried out. It is important to establish structures and procedures whereby teachers involved can be supported in their work.

**Monitoring:** Constructive monitoring, or formative evaluation, facilitates effective implementation. It is a way of discovering if the plan is working and of assessing how well it is working, so that corrective action can be taken as soon as it becomes necessary. Thus, it can prevent waste of time and effort. Monitoring procedures can include:

- Review meetings (full staff or small groups) to discuss progress in the light of the success criteria, highlight difficulties, suggest approaches to problems
  - Informal discussion or more formal interviews with participants or stakeholders to get feedback on the continuing appropriateness of targets, tasks, remits, resource-specifications and time-scales
  - Observation by a mentor or an outsider with relevant expertise
  - Use of formal review instruments at specified stages within the time-scale of the plan
- Monitoring can lead to the adjustment of any aspect of the action plan.

**4. Evaluation:** Self-evaluation is the key to ongoing improvement. At the end of the planning cycle, it is important that the school community evaluate the success of the implementation in attaining the targets and addressing the school's development needs.

The evaluation process reviews the extent to which it has been possible to achieve the objectives that were specified in each Action Plan or project: fully, partly, or not to any significant extent. The outcome of the evaluation feeds in to the next planning cycle.

The self-evaluation process takes account of the experience of all those involved in the implementation. It is concerned with the collection of evidence in relation to the success criteria with a view to drawing conclusions and making recommendations. Each Action Plan is evaluated in the light of the evidence, conclusions are drawn about its success, and recommendations are made in relation to future action.

The planning process then proceeds to the next cycle. Drawing on the outcomes of the evaluation that has just been completed, the school community once again **reviews** its operations to identify priority issues, **designs** and **implements** action plans to address these issues, and **evaluates** the implementation to guide the ongoing development of the school.

### **Conclusion**

No School Development Programme can ever be possible without the commitment, involvement and efficient leadership of the school heads. The need for and importance of training of school heads has been repeatedly highlighted in the past. It is found that in spite of serious efforts to provide training to the school heads it could not be possible to reach all the secondary school heads in a systematic and comprehensive manner. Therefore, the DIETs/CTEs/IASEs faculties can play important role in building the capacity of school heads thereby helping them strengthening their internal management process for ensuring school quality and school effectiveness. Thus, it becomes imperative to built up the capacity of school heads, for planning and programme for improving internal functioning of the schools having their unique features and identity. Specifically in respect of school management and community involvement the school heads need exposure to the new trends and innovations in these concerned areas.

### **References**

- Ballantyne, P. Labelle, R. and Rudgard, S. Information and Knowledge Management: Challenges for Capacity Builders (Policy Management Brief No.II)  
<http://www.world.org/ecdpm/pmb.bll.gb.htm>.
- Collins, Una In. Chf.(1996). *Developing a School Plan: A Step by Step Approach*.Dublin: Marino Institute of Education.
- Das, R. (2004). 'Principal as a Leader', in N.K.C. CTE, *Bulletin*, Vol.I, No.1.
- Das, R. (2008). "Role of ICT for Capacity Building of Teachers".In the *Souvenir* of National Seminar on Capacity Building and Work Culture. Kamala Nehru Women's College, Bhubaneswar from 1<sup>st</sup>-2<sup>nd</sup> March, 2008.
- Government of India, Ministry of Education (1966).*Education and National Development. Report of the Education Commission (1964-66)* .New Delhi: Ministry of Education.
- Government of India, Ministry of Education (1968).*National Policy on Education -1968*.New Delhi: Ministry of Human Resource Development.

Government of India, Ministry of Human Resource Development (1986). *National Policy on Education – 1986*. New Delhi: Ministry of Human Resource Development.

Government of Ireland, Department of Education and Science (1999). *School Development Planning: An Introduction for Second Level Schools*. Department of Education and Science.

Rogers, Rick (ed.) (1994). *How to Write a School Development Plan*. Oxford: Heinemann .

SCERT (2001). *Handout on School Improvement Planning*. Bhubaneswar: SCERT.

## **ASSESSING PROFESSIONAL COMMITMENT OF TEACHERS: A STRATEGY TO NURTURE ACCOUNTABILITY FOR QUALITY ASSURANCE IN SCHOOL EDUCATION**

---

Dr. Srutirupa Panda, Lecturer in Education, NKCTE, Email: [srutirupa.panda@gmail.com](mailto:srutirupa.panda@gmail.com)

Mrs. Smrutirekha Nayak, Lecturer in Bio Science Education

### **Abstract**

*Quality of school education is a compulsory criterion for progress of our country. It is beyond doubt that without teachers' cooperation and determination standard of our school education cannot be raised. Not only the teachers need to be efficient and competent but also they must have strong obligation towards teaching profession which is nothing but refers to their accountability. Teacher's accountability is essential for providing quality education in the country which is a real challenge for the system. Many strategies can be adopted to nurture teachers' accountability but one of the mean to make teachers accountable is developing and assessing professional commitment among teachers. Commitment of teachers with content, learner, society, values, excellence, students, time, colleague, institute, administrators, and staffs can rejuvenate their power of accountability at a greater extent. However it has been observed that there is decrease in professional commitment among teachers which leads to low accountability for their profession. By assessing teachers' professional commitment the accountability of the teachers can be determined.*

*The main objectives of this paper are to (i) state roles and responsibilities of teachers to which they are accountable, (ii) explore meaning, challenges of professional commitment of teachers and (iii) find out means to assess and promote professional commitment to nurture their accountability for enrichment of quality in school education.*

---

### **Introduction**

Quality of school education determines the prosperity of nation as it prepares efficient future man power for the country. Hence, the role of the present day teacher has become very challenging, complex, and versatile. The prosperity of a nation is dependent on the potentiality of its citizens. The knowledge, potentiality, skill, personality of each individual is modulated through education from childhood and in this concern teacher plays a very crucial role. Thus present teacher is responsible for construction of efficient manpower for the country. That is why Dr. Radhakrishnan, former president and Chairman of University Education Commission , (1949) rightly observed “ The teacher's place in society is of vital importance. He acts as pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning”. However to shoulder this vast responsibility teachers need to be responsible and obligated to their duty without any cheating which denotes their accountability. **Accountability** is answerability of any work. But if there is no strong commitment towards the work on the part of teachers, it would be very difficult for them to become answerable on achieving their perfectly. Hence accountability can be promoted by making them practicing professional commitment. Professional commitment practice in institute is also help the teachers for self evaluation and monitoring of teachers' role and responsibilities.

### **Teacher's Accountable Roles and Responsibilities**

According to NCF (2005) teacher need to prepared to

- Care for children, and should have to be with them.
- Understand children within social, cultural and political context.
- Be receptive and be constantly learning.
- View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching learning and personal experience.



- Own responsibility towards society and work to build a better world.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyse the curricular framework, policy implications and texts.

According to NCFTE (2009) Teachers should

- Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, treat all children equally.
- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.
- Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question.
- Organize learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

Teachers must be accountable for following responsibilities.

1. **Driven to Learn** - teachers must be driven to learn in order to teach effectively in the 21st Century. It is no longer acceptable to teach only from a textbook, to rely on the same worksheets and methods year after year without *at least* questioning them and researching why they are the best resource available. There is simply too much new information, too many new strategies, and new learning available to us to ignore the implications it may have for students in our classes.
2. **A Media Creation Expert** - Whether posted online or simply used in the classroom, our materials must be highly engaging and effective. PowerPoint and Word are becoming antiquated as newer and more powerful presentation and editing suites become available to teachers. It is our responsibility to compete (where necessary) with the quality of video games and media construction in order to hook students into great learning. As media-conscious teachers, we can win student attention by working with them, not against them, for their learning.
3. **An Empathetic Mentor** – *“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings.”* Gone are the days when teachers dole out assignments and send students on their merry way. A modern educator realizes the plethora of factors impacting students in our current world, and strives to tailor learning where possible toward individualized needs and interests. This student-centered focus also creates learning opportunities for the teacher to learn with students, developing their teaching and collaborative skills.
4. **Reflective teachers** - with the ability to comprehend the applied nature of education, and utilize the knowledge gained.
5. **Encourage students' curiosity and intrinsic motivation to learn**- The teacher helps students become independent, creative, and critical thinkers by providing experiences that develop his/her students' independent, critical and creative thinking and problem solving skills. Students are actively involved in their own learning within a climate that respects their unique developmental needs and fosters positive expectations and mutual respect.
6. **Effective communication skills**- We need teachers who have agility and adaptability, effective oral and written communication. We need teachers who can use language to foster self-expression, identity development, and learning in her students.
7. **Recognize and respect the individual differences**- In schools, a teacher has to perform multifarious tasks for all-round development of the children. Besides the normal day-to-day activities, it is their responsibility to handle children with special needs effectively in classroom as well as outside the classroom. These children may act and behave differently.

They exhibit some special characteristics, which may be different from their normal counterparts. Therefore, the successful inclusion of children with special needs into the regular school setting is largely dependent on the attitudes of teachers and their recognition of the child's right to participation.

Teaching is a highly regulated profession. As well, teachers continually enhance their practice by:

- assessing their own learning needs and developing annual professional growth plans;
- participating in professional development activities at the school, school board, and provincial level;
- addressing critical issues, sharing ideas and working on grade activities in divisional meetings;
- attending curriculum meetings;
- presenting workshops;
- taking courses to enhance their learning;
- mentoring peers;
- writing curriculum; and
- Serving on in-school, board and provincial committees.

### **Teachers Commitment**

Commitment refers to caring seriously for something or dedicated or taking job seriously. Commitment is part of a teacher's affective or emotional reaction to their experience in a school setting . Commitment is defined as the investment in a particular career, in this case, teaching. Commitment as the willingness an individual enacts in investing personal resources to the teaching task. Commitment is a sense of fidelity and adherence. The sense of belonging in the core of commitment concept causes a constitution of a kind of connection between organization and individual and makes the individuals gather round a common value, aim and culture.

According to Dave and Rajput (1998) five dimensions of teachers commitment has been identified.

- Commitment to Learner includes love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development
- Commitment to society includes awareness of and concern about, the impact of the teachers' work on the development of the community, democratic values and the nation
- Commitment to profession includes development of a professional ethic and sense of vocation.
- Commitment to Excellence means all aspects of a teacher's roles and responsibilities, care and concern for doing everything in the classroom, in the school.
- Commitment to basic human values includes become a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty etc

### **Types of Professional Commitment for Teachers**

Teacher Commitment has been viewed as a multidimensional concept. For instance, Meyer and Allen (1991) reviewed prior research to define three dimensions of commitment that they labeled affective, normative and continuance.

- **Affective commitment** is the teacher's positive emotional attachment to the school for the learning of the students. A teacher who is affectively committed strongly identifies with the goals of the school and desires to remain a part of it. This teacher commits to the school because he/she "wants to".
- **Normative Commitment** is the teacher's perceived obligation to remain the school or stay because of the feelings of obligation. The individual commits to and remains with an organization because of feelings of obligation. These feelings may derive from many sources. Teacher may feel like 'repay the debt to organization.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization. Development of loyalty make them to do the work committedly because he/she ought to.
- **Continuance Commitment** means teacher commits to the school because he/she perceives high costs of losing the job, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he/she "has to"

## **Challenges in Professional Commitment**

The great challenges to development of professional commitment among teachers are Lack of self motivation, monotonous way of teaching, giving too much emphasis to completion of portion, lack of encouragement from principal, administrations, insufficient salary and incentives, commercialization of education and ego problems.

**Strategy to Assess Teacher's Commitment:** Assessment of professional commitment on the part of teachers can be done by

- **Intra Assessment:** This is Self Assessment Teachers should assess themselves by introspection about the task, the steps taken to achieve the task, goal quality, commitment level.
- **Inter Assessment.** This Assessment is done by others such as colleagues, principal, administrators, staffs by observation, interview, discussion, check list, rating scale, questionnaire etc.

The following are a few strategies, which if seriously followed, can be useful for most of the teachers to become passionately committed assess their commitment.

1. **Understanding the responsibility:** Teachers need to understand and realise their roles and responsibilities properly. So that teachers realise their duty can work effectively. Self check on the particular task is required to assess whether they can be committed not.
2. **Developing self-esteem:** The teachers with higher self-esteem are more flexible in their thinking, more willing to learn and more effective in making their students' learning. Hence teachers have to self evaluated their esteem level.
3. **Being interesting and interested:** Most of the teachers who inspire their students have varied personal professional qualities-they help students to enquire, explore, examine, question, reason and solve their own problems. They have the knack of making education entertaining and entertainment education. Teachers have to check whether they are taking interest among students or not time to time and their work is interesting to others or not.
4. **Choosing a mentor :** A young teacher can get the help of another teacher whom she admires. Even experienced teachers can make advantage of special mentors.
5. **Making teaching meaningful:** A good teacher relates the subject to life and make shis students know why they are studying a particular subject or lesson and how they can be benefited by it. In this way their teaching becomes meaningful.
6. **Controlling and Caring:** Self discipline, sincerity, seriousness should be developed among the teachers that can motivate teachers and students to respect and care for each other.
7. **Developing cultural sensitivity:** It is the moral responsibility of passionately committed teacher to cultivate cultural sensitivity and appreciate cultural diversity and teach the same to his students.
8. **Finding time for being alone:** To be passionately committed, teachers must find time for solitude to reflect in private moments through introspection on his personal professional life.

## **Conclusion**

Times have changed, and has changed classroom. The new role of the teacher in the 21st Century classroom requires not only changes in teachers' knowledge and classroom behaviours but also by their accountability level for which they need to be strongly committed to their profession. In this regard vast awareness is required in our teacher society as well as pre service and in service teacher education system need to inculcate values and strategies to teachers for raising their professional commitment to achieve universal quality school education. Thus teacher education system has to be rejuvenating with new plans, researches, strategies, values to make teachers more committed as well as to create its assessment approaches more appropriate.

## **References**

- Dave, R.H., Rajput J.S.(1998). Competency based and commitment oriented teacher education for quality education. New Delhi: NCTE, Sri Aurobindo Marg.
- Singh, P. (1998).. Attributes of Effective Teachers. Indian Journal of Teacher Education 1 (1), pp 73-81  
[http://www.academia.edu/1462058/TEACHER\\_COMMITMENT\\_IN\\_PROMOTING\\_EDUCATION](http://www.academia.edu/1462058/TEACHER_COMMITMENT_IN_PROMOTING_EDUCATION)

## **ADMINISTRATIVE BEHAVIORS OF THE HEADS OF PRIMARY AND SECONDARY SCHOOLS: A COMPARATIVE STUDY**

---

Mr. Madhab Ghosh Ph.D. Scholar in Education, Ramakrishna Mission Sikshanamandira, Belur Math, Dt. Howrah, West Bengal, 711202, email - [madhab.gh@gmail.com](mailto:madhab.gh@gmail.com)

### **Abstract**

*Educational administration is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. Administrations stand for handling, conducting and controlling of an organizations. The head teacher is a keystone of the arch of school administration. S/he is a leader and not a dictator. As a leader, it is his/her responsibility to see that the objectives of education are being effectively realized through cooperative planning and execution. The head teacher of a school is the functionary of its destiny. He occupies the central place in the entire structure of school education. The quality education has become a must in our society, efficient administrative behaviour of school heads are required for the successful functioning of the school. Therefore the administrative behaviour of school heads should be good and effective enough as under the guidance of the school heads the future of the students and the society is shaped. Hence, in the present study an attempt has been made by the investigator to assess the administrative behaviour of the primary and secondary schools head teachers. 100 school head teachers were selected by simple random sampling technique. It was taken to stratify the sample along 50% from type of school variation so as to have the sample of 50 primary and 50 secondary schools head teachers with variation in gender. Administrative Behaviour Scale (ABS) for school heads by Taj (2012) was used for the study. The study revealed that the significant difference in administrative behavior of head teachers in schools due to gender variation and no significant difference in administrative behaviour of head teachers in schools due to type of school and in different dimensions like planning, organization, communication and decision-making due to type of school variations.*

**Keywords:** Administrative Behaviour, Primary and Secondary School, Head Teacher, Planning, Organizing, Communication, Decision-Making.

---

### **Introduction**

The position of a headmaster in the school is like that of the commander in chief in any army. He is the life-blood of the school. His personality, ideals and thoughts affect all the individuals and all the activities of the school. On his policy depends the social prestige of the school. The headmaster plays an important role in modern school management. The modern headmaster should be a leader and not a dictator. As a leader, it is his responsibility to see that the objectives of education are being effectively realized through cooperative planning and execution. Singh (2003) a reputed politician and a writer says that the headmaster or the principal of a school is the hub of the education process. On his ability and skills, as a sound and effective educational leader, depend the success of a school system. The headmaster is a leader and centre of the whole organization of the school.

All those techniques and procedures in operating the educational organization in accordance with established policies are defined as administration (Good, 1963). Administration is a process of getting things done and it is the moving force to set and keep an institution or a department in motion. All the relevant responsibilities of the headmaster lie with the administration. If something goes wrong, the headmaster is to be held responsible. In the case of achievements, the headmaster has every right to be the major claimant of the credit. Poor functioning of an institution or an institution or a department is a sign of poor administration. Smooth functioning is one of the signs of good administration. The Secondary Education Commission (1952-53) elaborates that – the reputation of the school and the position that it holds in society depends in a large measure on the influence that the headmaster exercises over his colleagues, his pupils and the general public. Similarly the discipline of the school and its esprit de corps are the special responsibilities of the headmaster. Halpin (1959) first mentioned about administration behavior in his paradigm for research on administration behavior. According to him, the understanding of administrative behaviour is helpful to spot out the missing elements in our research knowledge about administration and to achieve a closer integration of empirical findings and theoretical analysis.

Nanda (1992) revealed no significant difference between male and female heads of primary schools in Cuttack city age and length of experience were not contributing factors in leadership behaviour

amongst the heads of primary schools in Cuttack city. administrative behavioral changes in both gender and locality wise of school heads. While the correlational analysis depicts the positive relationship lies between administrative behaviour and occupational efficacy of school heads for their school improvement. Shaw (2009) revealed that the school leadership style and school climate have a weak relationship. Kant and Rangannavar (2013) revealed that there is a significant difference in organizational commitment and administrative behaviour of school heads. Hence the educational institutions should provide programmes for development of a positive attitude towards school heads. However some other variables like salary, experiences does not have any effect on organizational commitment. Subba (2015) found that type of school (primary, junior high, & senior high school), gender (male & female) and component (planning, organization, communication & decision-making) wise no significant difference in administrative behaviour of school heads of Sikkim.

### **Rationale of the Study**

Educational organizations such as schools, colleges and universities require individuals who are committed to their profession and the well being of the students. The validity of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations. Teachers, who are strong in commitment find it easy. They are rarely at loss for things to do. As such headmasters are the organizers and the one who is committed to his organization. They have the responsibility for deciding the direction and determining the organization's failure or success. In order to hold key position efficiency a headmaster is required to be a man of good qualities, he must possess an outstanding personality and extraordinary traits. He should be able to set a personal example of good conduct, high scholarship, high ideas, social services, integrity and leadership. He is responsible for his student's academic achievement. The position of the headmaster are above the teachers in the school is not just to dictate what one should or shouldn't do but to effectively lead, manage and participate in all the activities to make the teaching learning process in the schools most effective which leads towards quality improvement. For the successful implementation of the educational programme, the school headmaster has a significant role to play. Many primary, junior high and high schools are there in Dakshin Dinajpur district of West Bengal. Moreover many national education programmes like SSA, Midday Meal scheme, CCE etc. are being introduced in the schools. To run the schools headmasters or headmistresses should have the caliber and capacity to do justice to the students, the society and the government as well. Keeping these issues in mind the investigator felt inclined to find answers to following questions –

- i) Do the school head teachers of Dakshin Dianjpur district have proper administrative behaviour in terms of Planning, Organization, Communication and Decision-making
- ii) Does the administrative behaviour of school head teachers differ due to gender and the type of school variations?

Answers to the above questions provide a backdrop for conducting the study. Hence the problem was stated as “Administrative Behaviors of the Heads of Primary and Secondary Schools: A comparative study.”

### **Objectives**

- i) To study the administrative behaviour of head teachers of both primary and secondary schools.
- ii) To study the differences in the administrative behaviour of head teachers in different dimensions – planning, organization, communication and decision-making in relation to type of schools.
- iii) To study the differences if any in the administrative behaviour of male and female head teachers of schools.

### **Hypotheses**

**H0<sub>1</sub>:** There is no significant difference in administrative behaviour of head teachers of Dakshin Dinajpur district due to type of school (primary and secondary schools).

**H0<sub>2</sub>:** There is no significant difference in administrative behaviour of head teachers of Dakshin Dinajpur district due to gender variation (male and female heads).

**H0<sub>3</sub>:** There is no significant difference in Planning behaviour of head teachers of Dakshin Dinajpur district due to type of school variation (primary and secondary schools).

**H0<sub>4</sub>:** There is no significant difference in Organization behaviour of head teachers of Dakshin Dinajpur district due to type of school variation (primary and secondary schools).

**H0<sub>5</sub>:** There is no significant difference in Communication behaviour of head teachers of Dakshin Dinajpur district due to type of school variation (primary and secondary schools).

**H0<sub>6</sub>:** There is no significant difference in Decision-Making behaviour of head teachers of Dakshin Dinajpur district due to type of school variation (primary and secondary schools).

**Delimitations**

The study is delimited to studying the administrative behavior of primary and secondary school head teachers of Dakshin Dinajpur educational district of West Bengal in respect to four dimensions – planning, organizing, communication and decision-making. The sample was delimited to the only 50 primary and 50 secondary school head teachers in Dakshin Dinajpur educational district of West Bengal.

**Operational Definitions:**

**Administrative Behaviour** here refers to the behavior of the officially designated administrators of schools in the four dimensions i.e. planning, organizing, communication and decision-making (Taj, 2012).

**School head teachers** here refer to the principals, headmasters and head mistress of different type of schools i.e. primary schools (class I-IV), secondary schools (class V-X/XII) situated in Dakshin Dinajpur educational district of West Bengal.

**Methodology**

The descriptive normative survey method was adopted in the study. It was ex-post facto type in nature and content. In this study type of school and gender are dependent variable and administrative behaviour (Planning, organization, communication, and decision-making) is independent variables. The sample of the study consists of 100 school head teachers from Dakshin Dinajpur District of West Bengal. Simple random sampling method was adopted so as to include head teachers of 50 are primary and 50 secondary schools. The total samples of head teachers of both the type of schools were 100 out of which 67 were male and 33 were female head teachers. In both the cases the head teachers having trained graduate qualification were selected for the study.

Administrative Behaviour Scale (ABS) for school heads (Taj, 2012) was adopted for the study. This tool consists of 90 items with four dimensions (planning - 21, organization – 26, communication – 29, decision-making – 14). All items are positive statements and 5 point scale with score allotment as – Always – 4, Frequently – 3, Sometimes – 2, Rarely – 1, and Never – 0. The reliability of the tool is 0.83 and the test-retest & split-half is 0.92 & 0.91 which indicates a high intrinsic validity of the scale.

**Results and Discussion**

**Testing Hypothesis 1:**

In the present study, type of school was taken as a variable and the sample was divided in two categories. They were primary and secondary school head teachers. The test of not significance of difference between the mean scores of primary and secondary school heads on their administrative behaviour was calculated and results were shown in the table 2.

**Table 1: Test of significance differences between the mean score of primary and secondary school head teachers on their administrative behaviour**

Variation	Sub Sample	N	Mean	SD	SE <sub>D</sub>	't'	Remarks
Type of School	Primary	50	263	58	14.08	0.63	Not Significant
	Secondary	50	272	81			

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

On perusal of the above table, it was revealed that the 't' ratio (0.63) due to type of school variation was found to be not significant at 0.05 level of significance. The 't' ratio (0.63) is less than the table value of 't' at 0.05 level (1.98) and at 0.01 level (2.63) at 98 degree of freedom. Therefore null hypothesis that "There is no significant difference in administrative behaviour of school head teachers due to type of school variation" was accepted. The mean score of secondary school head teachers (272) is higher than the primary school head teachers (263). But the Primary and secondary school head teachers were found to play equal role in their administrative behaviour. Therefore it

was concluded that type of school plays no role administrative behaviour in schools. The finding was in conformity with the study conducted by Subba (2015).

### Testing Hypothesis 2:

In the present study, Gender was taken as a variable and the sample was divided in two categories. They were Male and Female head teachers. The test of not significance of difference between the mean scores of male and female head teachers on their administrative behaviour was calculated and results were shown in the table 3.

**Table 2: Test of significance differences between the mean score of Male and Female Head Teachers on their Administrative Behaviour**

Variation	Sub sample	N	Mean	SD	SE <sub>D</sub>	't'	Remarks
Gender	Male	67	283.92	107.9	21.56	2.03	Significant
	Female	33	240.05	98.6			

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

On perusal of the above table, it was revealed that the 't' ratio (2.03) due to gender variation was found to be significant at 0.05 level of significance. The 't' ratio (2.03) is higher than the table value of 't' at 0.05 level (1.98) and less than the table value of 't' at 0.01 level (2.63) at 98 degree of freedom. Therefore H<sub>0</sub> was rejected. The male head teachers mean scores (283.92) is higher than the female head teachers (240.05) on their administrative behaviour. Therefore it was concluded that gender plays vital role administrative behaviour of male and female head teachers in schools. The finding was in conformity with the study conducted by Nanda (1992).

### Testing Hypotheses 3, 4, 5 & 6:

In the present study, planning, organizing, communication and decision-making dimensions of administrative behaviour of school head teachers were taken as important components of administrative behaviour and type of school was taken as an intra-variable. The test of significance of difference between the dimensions wise mean scores of the primary and secondary school head teachers were calculated and results were shown in the table 4.

**Table 3: Test of significance of differences between the mean scores of Planning, Organizing, Communication & Decision-Making Behaviour in relation to type of school variation**

Variation	Sub Sample	N	Mean	SD	SE <sub>D</sub>	't'	Remarks
Type of School (Planning)	Primary School	50	60.1	23.56	6.58	0.29	Not Significant
	Secondary School	50	62	40.20			
Type of School (Organizing)	Primary School	50	77	35.48	5.57	0.72	Not Significant
	Secondary School	50	81	40.13			
Type of School (Communication)	Primary School	50	86.17	44.1	9.88	0.19	Not Significant
	Secondary School	50	87.64	54.2			
Type of School (Decision-Making)	Primary School	50	42	20.08	4.12	0.49	Not Significant
	Secondary School	50	44.02	21.1			

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

On perusal of the above table, it was revealed that the 't' ratio dimension wise Planning (0.29), Organizing (0.72), Communication (0.19) and Decision-making (0.49) due to type of school variation was found to be not significant at 0.05 level of significance. The 't' ratio values (0.29, 0.72, 0.19 & 0.49) are less than the table value of 't' at 0.05 level (1.98) and at 0.01 level (2.63) at 98 degree of freedom. Therefore null hypotheses that "There is no significant difference in planning, organizing, communication and decision-making behaviour of school head teachers of Dakshin Dinajpur district due to type of school variation" were accepted. The dimension wise secondary schools head teachers mean scores (62, 81, 87.64 & 44.02) are little bit higher than the primary school head teachers mean scores (60.1, 77, 86.17 & 42). Hence it can be concluded that secondary school head teachers and primary school head teachers have most probably equal magnitude in planning, organizing, communication and decision-making behaviour. The result may be due to the

fact that in the state of West Bengal, the society has a positive outlook towards primary and secondary school heads and their role and participation in the society is distinctively visible and cannot be overlooked. The findings were in conformity with the studies conducted by Kant and Rangannavar (2013) and Subba (2015).

### **Conclusion**

In this study the focus was on administrative behaviour of school head teachers in Dakshin Dinajpur district of West Bengal. As the head teacher is like the captain of the ship and upon him lie the job of management and running the school, effectively and efficiently. A school is known by the attributes and personality of a head teacher. Hence, he should be a man of dynamic personality and good human being. In order to run the school properly, the head teacher should be a leader, organizer, coordinator and centre of the whole organization. The head teacher should be well educated and professionally trained in today's world where education is given so much emphasis. People, who opt for teaching as their profession, now days are highly educated and professionally trained, therefore the head of the school under whom they work should be a man of high qualities and someone to whom others look up to in life. He should be a torch bearer to his staff and the society as well. The head teacher should be a good decision maker and work for the benefit of his institution and the society as well. There should not be any selfish motive in his actions and it should be free from biasness. A man who reflects the image of the school should always be well aware of his duties and responsibilities.

### **References**

- Good, C.V. (1963). *Introduction to Educational Research*. New York: Appleton Century Crofts.
- Govt. of India (1953). *Report of the Secondary Education Commission*. New Delhi, Ministry of Education, pp. 155-176.
- Halpin, A.W. (1959). The leadership ideology of educational administration and aircraft commanders. *Havard Educational Reviews*. Vol. XXV, No. I. Winter, pp. 18-22.
- Kant and Rangannavar, (2013). Effect of administrative behaviour of school heads and some socio-psychological factors on the organizational commitment of secondary school teachers. *International Journal of Educational Research and Technology*, Vol. 4, No. 3, pp. 73-80.
- Nanda, A. R. (1992). Leadership Behaviour of Primary school Headmasters of Cuttack City. *Fifthe Survey of Educational Research (1988-92)*, Vol. II, NCERT.
- Sahoo, M. (2013). Leadership preference style of functioning of the heads of secondary schools as perceived by their teachers. *Himalayan Journal of Social Science*, Vol. 3, Issue 2, pp. 28-36.
- Shaw, B.C. (2009). *Impact of leadership styles on school climate*. Unpublished Ph.D. dissertation, Capella University.
- Subba, P. (2015). *A study of administrative behaviour of school heads of Sikkim*. Unpublished M.Ed. dissertation, Sikkim University, Sikkim.
- Taj, H. (2011). *Administrative Behaviour Scale (ABS)*. Agra: National Psychological Corporation.

## **ACADEMIC LEADERSHIP OF HEADS OF THE INSTITUTIONS AND QUALITY ASSURANCE IN SCHOOL EDUCATION IN ODISHA**

---

Dr. Bimal Charan Swain, Reader in Education, Radhanath IASE, Cuttack (Odisha)  
E-Mail: bimalswain@yahoo.com

### **Abstract**

*Educational research on school administration and organization has recently been dominated by the concept of "Principal as Leader". Studies on school effectiveness have utilized this concept (Brokover et al., 1979; Edmonds, 1979; Rutter et al; 1979). Academic leadership is a special case of general leadership. It refers to leadership in an academic setting or institution. Effective academic leadership in school education is a function of several factors or characteristics. These include : leadership in teaching, leadership in research, strategic vision and networking, collaborative and motivational leadership, fair and efficient management, development and recognition of performance; and interpersonal skills.*



**School Education in Odisha:** During 2012-13, there were 55,329 primary schools/ sections (Government and Local bodies-51,655, Government aided-468 and unaided private/ other schools-3206) in Odisha with 1.35 lakh teachers and 43.41 lakh students. The number of Upper Primary Schools/ sections in the state is 24,234 with 53.8 thousand teachers and 20.81 lakh enrollment (2012-13). By the end of 2012-13, there were 9350 high schools including 7612 Government and aided schools, 1660 private unaided and unrecognized high schools and the balance of 78 are run by MHRD, Government of India with 65,063 teachers and 12 lakh enrollment. There are 116 general colleges including 50 Government colleges providing higher secondary level education in Odisha.

**Academic Leadership and Quality Assurance in School Education:** According to the International Network of Quality Assurance Agencies in Higher Education “..... quality assurance may relate to a programme, an institution or a whole higher education system. In each case, quality assurance is all of those attitudes, objects, actions, and procedures which, through their existence and use, and together with the quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme”.

The Head Masters/ Head Mistresses may adopt the following academic leadership qualities for quality assurance in school education in Odisha.

**Leadership in Teaching:** Leadership in teaching refers to bringing new ideas about teaching to the school or creating excitement about teaching. It involves leading the staff in the school by the Head Masters by setting example.

**Leadership in Research:** Leadership in research can be evidenced by inspiring respect as a researcher or leading by example. The Head Master sets examples, takes interest in research activities and provide support to academic staff.

**Strategic Vision and Networking :** It involves hiring and retaining staff of high caliber and recognition for the institution.

**Collaborative and Motivational Leadership:** Collaborative and motivational leadership is demonstrated among other by honesty, integrity and openness. It refers to establishing relationship by the leader with everyone and determining their strengths and weakness and delegating clear tasks accordingly.

**Fair and Efficient Management:** Fair and efficient management is evidenced by delegation, highly organized working of the school and getting things done with little resistance.

**Development and Recognition of Performance:** It includes aspects such as praising and sustaining success of the staff of the school and giving feedback to improve and sustaining interest of the staff.

**Interpersonal Skills:** Interpersonal skills of the Head Master refers to communicating well and concern for others. He/ She should be friendly, decisive and prepare to admit his/her mistakes.

---

## **Introduction**

Schools are the symbol of progress and centres of the past and present values where human beings are equipped with academic competence, technical skills and where they develop a number of qualities to lead their lives. The head master/ Head Mistress who is formally appointed as leader of the school holds the key position in the school. He is directly responsible for the growth and development of his institution. Theory and research both suggest that a school's performance/school quality is affected by the academic leadership behavior of its Head Master/Head Mistress. The role of the Principal/Head Master as an academic leader has been subjected to considerable debate and research in education.

Educational research on school administration and organization has recently been dominated by the concept of 'Principal as Leader'. Studies on school 'effectiveness' have utilized this concept (Brookover et al., 1979; Edmonds, 1979; Rutter et al, 1979; Phil Delta Kappa, 1980).

Recent research on high school has also focused on the 'Principal as Leader' (Boyer, 1983; Lightfoot, 1983; Grant, 1982; Coleman et al, 1982; sizer, 1984). These studies have been characterized as contributing to a high school reform movement, (D' Amico, 1982). These studies as a leader is crucial on creating school conditions that lead to higher student academic performance-conditions such as setting high standards and goals, planning and coordinating with staff, having an orientation toward innovation, frequent monitoring of staff and student performance, and involving parents and the community.

According to Hallinger (1983), the role of Principal in instructional management is divided into defining the school's mission, managing the instructional programme, and promoting a positive school climate. Jones (1987) developed a questionnaire from an extensive review of research on effective principals and effective schools which revealed eleven job functions forming the principal's role as an instructional manager: framing school goals, communicating the goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student performance, protecting instructional time, monitoring visibility, providing incentive for teachers, promoting instructional improvement and professional development, promoting high standards, and providing incentives for students.

### **Concept of Academic Leadership**

The research literature on leadership is extensive of variable quality and accumulating at an extraordinary pace (Yammarino et al. 2005; Avolio, 2009; Gill, 2011). Research on academic leadership is evolving. In Australia, notable work has been done in recent years by Meek and Wood (1997), Ramsden (1998), Wolverson et al (1999) and Harman (2002).

Academic leadership is a special case of general leadership in as much as it refers to leadership in an academic setting or institution. Academic institution includes primary and secondary schools, professional training institutions and colleges and universities. In academic institutions, maximizing stakeholders value refers to maximizing value to stakeholders such as students, staff, community, and funding agencies. Effective academic leadership in school education is a function of several factors or characteristics. These include: leadership in teaching, leadership in research, strategic vision and networking, collaborative and motivational leadership, fair and efficient management, development and recognition of performance; and interpersonal skills.

### **School Education in Odisha**

The state of Odisha aims at providing primary school within 1 km and upper primary schools within 3 kms of habitans having population of more than 300 and 500 respectively. During 2012-13, there were 55,329 primary schools/ sections (Government and local bodies-51,655, Government aided-468 and unaided private/ other schools-3,206) in the state with 1.35 lakh teachers and 43.41 lakh students. The average teacher-pupil ratio is 1:28. Dropout rate at the primary level is 0.37 per cent.

The number of Upper Primary schools/sections in the state is 24,234 with 53.8 thousand teachers and 20.81 lakh enrolment (2012-13) Sarva Shiksha Axiyan is a national and flagship programme launched in 2001-02 and has been implemented in a mission mode to achieve the constitutional goal of Universalization of Elementary Education. The National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGVV) are two components of SSA.

By the end of 2012-13, there were 9,350 high schools including 7,612 Government and aided schools, 1,660 private unaided and unrecognized high schools and the balance of 78 are run by Ministry of Human Resource Development, Government of India with 65,063 teachers and 12 lakh enrolment. Of total 9,350 high schools, 856 were girls high schools Computer literacy has been popularized at high school level (Government of Odisha, 2014).

The Rastriya Madhyamik Shiksha Abhiyan (RMSA) is a national flagship programme initiated in 2009-10 to universalize Secondary education by making quality education available, accessible and affordable to all children with the age group 14-18 years with strong focus on the elements of gender, equity and justice. Inclusive education for Disabled Children at Secondary Stage (IEDSS) scheme is being implemented in 91 blocks of 25 districts through 38 NGOs in 2012-13. During 2012-13, 4032 disabled children of 1307 schools have been covered and 528 special teachers have been engaged under this scheme. The pass percentage in the HSC examination is 84.78 per cent.

There are 1,176 general colleges including 50 Government colleges providing higher secondary level education. Vocational education is being provided at +2 level in 231 Government Vocational Junior Colleges (GVJC) in 20 different vocational courses with a view to produce semi-skilled personnel and to prepare students for self-reliance and gainful employment. During the year 2013, 9244 students including 3950 girls appeared at +2 level examination for vocational courses of which 5660 passed out.

### **Achievement of Government of Odisha on SSA/ NPEGEL/KGVB as on 31<sup>st</sup> March, 2013**

- 2,735 out of school children were addressed through Home based education.
- Free text books have been supplied to all students of Class VIII of Government and Government Aided Schools.
- Computer Aided Learning (CAL) programme has been implemented in 1518 Upper Primary schools and about 9.13 lakh students have benefited under this programme.
- School uniforms were provided to all girls of Government Schools from I-VIII.
- 385 ECCE Centres under SSA and 779 under NPEGEL are functioning with 27,280 enrollments.
- Mother Tongue based education is operational in 544 schools of 8 tribal districts covering 61 blocks of Odisha in 10 tribal language.
- A community based child center drive has been taken up in 224 blocks covering 2824 CRCS in the State.
- 15,010 primary and upper primary school buildings have been constructed under SSA and 1080 school building are in progress (Government of Odisha, 2014).

### **Universalization of Secondary Education, 2011-12**

The State of Odisha has been taking the following initiative for universalization of Secondary Education in the state and qualitative improvement of Secondary education.

- 1982 private high schools have been notified to receive block grant.
- 9614 qualified teachers have been engaged on contract basis to maintain pupil-teacher ratio in secondary schools.
- During 2012-13, 3519 teaching and 448 non-teaching posts have been created for appointment on contractual basis in up-graded high schools.
- 11 new DEO offices have been opened in 11 districts and DEO office, Jeypore has been named as DEO, Nabarangpur.
- Construction of 300 up-graded High Schools in High school less GP have been taken up and steps have been taken up to set up 111 model high schools in educationally backward districts.

### **Academic Leadership and Quality Assurance in School Education**

British Standard Institution (1991) defines quality as, “the totality of features and characteristics of a product or service that bear upon its ability to satisfy the stated or implied needs”. According to the International Network of Quality Assurance Agencies in Higher Education “..... Quality assurance may relate to a programme, an institution or a whole higher education system. In each case, quality assurance is all of those attitudes, objects, actions, and procedures which, through their existence and use, and together with the quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme.”

The Head Masters/Head Mistress may adopt the following academic leadership strategies for quality assurance in school education in Odisha.

#### **Leadership in Teaching**

Teaching is a social phenomenon. Teaching process involves three types of variables. In the process of teaching, the teacher plays the role of independent variable, the student is the dependant variable and the content of teaching strategies, tactics of teaching and techniques of motivation are the intervening variables. The activity of teaching involves giving reasons, evidence, explanations and conclusions. It can be evaluated quite independently of its result in getting someone to learn.

Leadership in teaching refers to bringing new ideas about teaching to the school or creating excitement about teaching. It involves leading the staff in the school by the Head Master by setting example. It also includes preparation of lectures by staff adequately after understanding and mentoring younger staff and less experienced staff. Leadership in teaching involves building a collegial atmosphere in the educational institution could be a qualitative goal or raising teaching standards could be quantitative goal.

#### **Leadership in Research**

Leadership in research can be evidenced by inspiring respect as a researcher or leading by example. It involves strong track record of publication, successful grant applications and assuming a

mentoring role by the leader are examples of how one can earn that respect. It also covers that the leaders/Head Masters set examples, take interest in research activities and provide support to academic staff. Leadership in research also involves creating a demonstrating effect, encouraging the staff for presentation of papers in conferences, and mentoring of staff with law-self esteem.

### **Strategic Vision and Networking**

Strategic vision and networking are demonstrated through furthering interests of the institution throughout the district and state. It involves hiring and retaining staff of high caliber and recognition for the institution. The aspect of community service/social service may also be emphasized in schools.

### **Collaborative and Motivational Leadership**

Collaborative and motivational leadership is demonstrated among others by honesty, integrity and openness. Honesty, integrity, positive attitude to change and innovation and inspiring people to give their best are examples of motivational leadership. It also involves picking of important people in teaching and research who have ability and learning administrative work to others. It also refers to establishing relationship by the leader with everyone and determining their strengths and weakness and delegating clear tasks accordingly. The leader/Head Master provides incentive to those who perform well and threats to others.

### **Fair and Efficient Management**

Fair and efficient management is evidenced by delegation, highly organized working of the school and getting things done with little resistance. Fair and efficient management includes delegating well, getting thing done with minimum fuss and being highly organized. Fairness refers to openness, no special deals, transparency in workloads and allowing people to develop their strength. Fair and efficient management means holding staff acceptable and managing them through development.

### **Development and Recognition of Performance**

Development and recognition of performance includes aspects such as praising and sustaining success of the staff of the school and giving feedback to improve and sustaining interest of the staff. Leaders use annual appraisal for indentifying staff development needs and also for rewarding performance. Discussion on teaching, evaluating, self-appraisal and strategic plan meeting all provide opportunities to identify development needs of staff.

### **Interpersonal Skills**

Interpersonal skill of the Head Master refers to communicating well and concern for others. It emphasized that the leaders must have empathy for people. He /she should be friendly, decisive and prepare to admit his/her mistakes. The leaders/ Head Masters deal with the staff on a one to one basis rather than in a group situation.

To conclude, academic leaders need to stay close to teaching, learning, research and scholarship to bring out the best among academics. Issues of academic freedom are of great importance and relevance in this context (Sathye, 2004).

### **References**

- Avolio, B.J ; Walumbwa, J. and Weber, T.J (2009). Leadership : Current Theories, Research and Further Directions. Annual Review of Psychology, Vol.60, pp.429-449.
- Boyer, M.L. (1988). "The Relationship of Administrative Behaviour of Principals to the Implementation of Instructional Management Systems", Dissertation Abstracts International, Vol.49, No.11, May, 1989, pp.3212-3213-A.
- British Standards Institutions (1991). Quality Vocabulary Part 2 : Quality Concepts and Related Definition. London : B.S.S.
- Brookover, W. et al. (1979). School Social Systems and Student Achievement : School Can Make a Difference. Neywork: Harper and Row Publishers.
- Coleman, J.; Hoffer and Kilgore, S. (1982). High School Achievement. Newyork: Basic Books, Inc.
- Das, R. (1995). "A Study of Principal's Instructional Management Behaviour, Students' Performance and Organizational Climate in Secondary Schools". Unpublished Ph.D Thesis in Education. Kurukshetra : Kurukshetra university.
- D'Amico, J. (1982). The Effective Schools Movement : Studies, Issues and Approaches. Philadelphia : Research for Better School.

- Edmonds, R.R. (1979). "Effective Schools for the Urban Poor", Educational Leadership, Vol.37, pp.15-24.
- Gill, R. (2011). Theory and Practice of Leadership. London: Sage.
- Government of Odisha, Planning and Co-ordination Department (2014). Odisha Economic Survey (2013-14). Bhubaneswar : Government of Odisha.
- Grant, G. (1982). Education, Character and American Schools: Are Effective Schools Good Enough ? Syracuse : Syracuse University.
- Hallinger, P.(1983). "Assessing the Instructional Management Behaviour of Principals". Dissertation Abstracts International , Vol.44, No.5. November, 1983, p.1267-A
- Jones, B.W. (1987). "Teacher and Principal Perceptions of Instructional Climate and Instructional Leadership of Superintendents in selected Ohil School Districts". Dissertation Abstracts International, Vol.49, No.6, Dec, 1988, p.1329-A.
- Lightfoot, S.L. (1983). The Good High School. Newyork: Basic Books, Inc.
- Phil Delta Kappa (1980). Why Do Some Urban Schools Succeed ? The Phil Delta Kappa Study of Exceptional Urban Elementary Schools. Bloominton : Phi Delta Kappa and Indiana University.
- Rutter, M. et al. (1979). Fifteen Thousand Hours : Secondary Schools and Their Effects on Children. Cambridge : Harvard University Press.
- Sathya,M (2004). "Leadership in Higher Education: A Qualitative Study",. Qualitative Social Research, Vol.5, No.3.
- Sizer, T. (1984). Horace's Compromise : The Dilemma of the American High School. Newyork : Houghton Mifflin Company.
- Swain B.C (2015) "Academic Leadership in Higher Education" In the Proceedings of the National Seminar on "Value Education and Leadership Quality : Role of Indian Higher Education". Ed. R.N. Roy. Cuttack : Indira Gandhi Women's College, pp. 47-52.
- Yammarino, F.J, Dionne, S.D. ; U.K. Chun J. and Dansereau, F. (2005). "Leadership and Levels of Analysis : A State of- the Science Review", The Leadership Quarterly, Vol.16, pp.879-919.

## **ROLE OF SCHOOL LEADERS IN MONITORING TEACHERS TO IMPROVE TEACHING AND LEARNING**

Dr. Sarmila Banerjee, Shukla Devi Academy for B.Ed, Salkhana, Suri, Birbhum, 731102  
sarmilabanerjee62@gmail.com

### **Abstract**

*School leadership can make a difference in student outcomes by creating the right environment for teachers to improve classroom practice and student learning. Research evidence shows that there are specific leadership roles that have greater influence on teaching and learning than others. In practice, however, school leaders can only have an impact on student outcomes if they have enough autonomy and support to make important decisions and if their major responsibilities are well-defined and focused on teaching and learning. The definition of core leadership responsibilities needs to be guided by research on the leadership practices most likely to improve teaching and learning as well as by specific country needs and challenges. In many countries, there is a lack of clarity about the core tasks school leaders should dedicate their time to. Improved definitions of core leadership responsibilities can provide a firm foundation for the profession and constitute a key point of reference both for those who consider entering the profession and for those who are in charge of recruiting, training and evaluating them. Several research studies indicate that school leader involvement in classroom observation and feedback seems to be associated with better student performance. Robinson (2007) cites four studies showing that setting teaching performance standards and regular classroom observation helped to improve teaching (Andrews and Soder, 1987; Bamburg and Andrews, 1991; Heck, 1992; Heck et al., 1990). Woessmann et al. (2007) using econometric analysis of PISA data showed that student achievement seems to be higher when teachers are held accountable through the involvement of principals and external inspectors in monitoring lessons.*

*This study provides the rationale for policy makers to invest in school leadership policy. It describes the focus of this study, the importance of school leadership and the major challenges*

*countries face in school leadership policy. Effective school leadership is essential to improve teaching and learning within each school and to connect the individual school to the outside world. In recent years, the workload of school leaders has expanded and intensified as a result of increased school autonomy and accountability for learning outcomes. As the expectations of what schools should achieve have changed dramatically, countries are seeking to develop new forms of leadership better suited to respond to the needs of rapidly evolving societies. This involves enhancing the capacity of current leaders and preparing and training future leaders.*

*Key words: Effective Leaders, teacher monitoring, Student outcome.*

### **Introduction**

School leadership has become a priority in education nationally as well as internationally. It plays a key role in improving our school outcomes by influencing the motivations and capacities of our teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency of schools. A school is known by its products and not by its building and infrastructure and the whole credit of product goes to the principal. The principal plays a very important role in maintaining the efficiency and tone of the school. The whole credit of school flourishing or not goes to the Principal. His role is important not only in the field of education, but also in the community where he resides. The role of Principal is becoming increasingly complex now-a-days. A Principal manages the whole organization so that whatever plans the school has for the betterment can be attained and thus he is also a manager. But they are bombarded with lots of duties and responsibilities. Yet in spite of this pressures, some Principals are highly successful and some are not. Reynolds and Teddlie (2000) observed that five elements are responsible to characterize an effective leader, i.e., stability, commitment to involving others, being instructive, providing frequent and personal control and recruiting and replacing suitable personnel. Everard and Morris (1999) said that the effectiveness of a school depends on the principal collaborating with the teaching staff to achieve a common and explicit vision. According to Lezotte (2001), the role of the principal as the articulator of the mission of the school is crucial to the overall effectiveness of the school.

The principal holds the key position in school and plans, coordinates and organizes various programmes. He ensures proper maintenance of discipline in the school. He promotes harmonious development of the institution. He carries the traditions and projects the image of the school according to his own ideas and ideals. It is therefore rightly said, that a school is as great as its principal. The principal is the keystone in the arch of school administration; he is the hub of educational efforts; he is the major component of school administration on whose ability, skills and personality the efficiency of the school depends (Parvez, 2010). The head of an educational institution has to be a guide and a counselor to the teaching staff and other staff of the school under his/her charge and he/she should be in a position to provide the necessary expertise in regard to curriculum development, teaching methods, evaluation, etc.(Pandey,2004).

**Objectives of the study:** The objectives of the study are as follows:

- (i) To know the qualities of effective leaders?
- (ii) To know what is monitoring?
- (iii) To know the relationship between monitoring and Students' outcome - discussion.

**Effective Leaders characteristics are as follows:** (i) an effective leader is available to teachers, staff members, parents, students and community members as and when there is a need. (Meador). He/she is in the strategic center of a web of instructional relationships teacher- pupil, teacher- parent and teacher- teacher. It is he/she who arranges their coordinated efforts. In short the principal is the constant factor in a school's leadership picture-his/her is the big role in the school play (Kochhar, 2008). Above all he/she must enjoy his/her work regardless of the tensions involved in carrying out all his/her duties and responsibilities (Usmani, 1987). Thus the saying "As is the headmaster so is the school" is absolutely right.

(ii)The following are a few ways to describe the roles and skills required of a Principal, i.e., Emotional Intelligence: A Key to Effective Leadership. School leaders bring their values, knowledge, experience, and skill to their work each day. The understanding and appropriate application of emotional intelligence (EI) is key to effective leadership. As the challenges, demands, and complexities of the principal's role increase, this knowledge will continue to be the foundation

of dynamic, successful, and effective leadership. Emotional intelligence, unlike IQ, can be learned and enhanced.

(iii) Qualities of an Effective school administrator are as follows: they should be innovative in trying always to introduce new ideas, have good communication skills to all related people, expert in human relations with all related with his/her school, should be a difference maker in his/her school, a good scholar, should have adequate teacher education qualification, optimistic in his/her approach, i.e., “Principals with high hopes set themselves higher goals and have the grit to attain them,” (Kurrhade, 2009). He should be a man of character and have positive and empathetic attitude even in adverse situations. Should be confident in pursuing his work. Addresses his problems promptly, recognizes the good work of other persons in schools, should be caring for his/her students and the staff and lastly should be a creator of atmosphere of collaboration and trust. Hallinger and Heck concluded, that the leadership provided by a school’s principal exerts indirect influence on students’ achievements through the school climate they craft (Hallinger and Heck, 1998; Leithwood, Jantzi, Earl, Watson, Levin and Fullen, 2004). Lastly he/she should be dedicated and dutiful. He should be calm and composed, have good sense of humor and should create a vision of high standards. It is very rightly said by Kauts and Kaur (2007) that “The principal is a key factor in the educational effectiveness of school.” Lastly, an effective leader /principal one of the very important quality is who increases the student achievement and learning using scarce resources of organization and maintaining the facilities.

**Teacher monitoring and evaluation:** Teacher monitoring and evaluation is an important responsibility carried out by school leader in many countries. The nature and consequences of teacher evaluation vary widely across the countries; there are formal provisions for teacher evaluation in 14 countries and no such provisions in 4 countries (of 18 countries reporting specifically on this issue). The form, rigor, content and consequences of evaluation vary across and sometimes within them. In most countries where teacher evaluation is carried out, it is conducted as a part of a larger quality review or school improvement process. Purposes of evaluation distribute rather evenly over formative, performance appraisal, professional development planning and support for promotion. Regular teacher evaluations involve the school principal and other senior school staff, but in some countries such as France and Belgium (French Community), they also involve a panel with external members (OECD, 2005). Criteria for evaluation are different which may involve assessment of teaching performance, in-service training and in some cases measures of student performance. Classroom observation, interviews and documentation prepared by the teacher are the typical methods used in the evaluations.

Weight placed on Principal observation or monitoring varies from considerable (Slovenia) to slight (Chile, where the principal’s input counts for only 10% of the total). Principals can rely almost exclusively on their observations (Slovenia) or on a wide range of other data, such as reviewing teachers’ plans, observing in teacher meetings, reviewing teacher communications with parents, pupil performance data, peer review and teacher self-evaluations, among others (for example, Denmark, England, Korea, Scotland and New Zealand). Frequency of observations ranges from as often as three to six times per year in England to once every four years in Chile, with several countries seeming to settle on annual observations. Where teacher evaluation is conducted it almost always entails some form of annual formal meeting between leader and teacher.

**Relationship between Monitoring and Students’ outcome –research evidence.**

Data from the 2003 PISA study gives an indication of the extent to which school leaders engage in the monitoring of lessons, which shows that on average across the OECD- countries, 61% of 15-year-olds are enrolled in schools whose principals report that the practices of mathematics teachers were monitored over the preceding year through principal or senior staff observations (OECD, 2004). Several research studies indicate that school leader involvement in classroom observation and feedback seems to be associated with better student performance. Robinson (2007) cites four studies showing that setting teaching performance standards and regular classroom observation helped to improve teaching (Andrews and Soder, 1987; Bamberg and Andrews, 1991; Heck, 1992; Heck et al., 1990). Woessmann et al. (2007) using econometric analysis of PISA data showed that student achievement seems to be higher when teachers are held accountable through the involvement of principals and external inspectors in monitoring lessons.

## **Conclusion**

School leadership matters as school leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

As countries are seeking to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders are changing. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices. As a result of these trends, the function of school leadership across OECD countries is now increasingly defined by a demanding set of roles which include financial and human resource management and leadership for learning.

There are concerns across countries that the role of principal as conceived for needs of the past is no longer appropriate. In many countries, principals have heavy workloads; many are reaching retirement and it is getting harder to replace them. Potential candidates often hesitate to apply, because of overburdened roles, insufficient preparation and training, limited career prospects and inadequate support and rewards. These developments have made school leadership a priority in education systems across the world. Policy makers need to enhance the quality of school leadership and make it **sustainable**.

### **Identification of four main policy levers which, taken together, can improve school leadership practice:**

1. To(re)define school leadership responsibilities, i.e., research has shown that school leaders can make a difference in school and student performance if they are granted autonomy to make important decisions for improvements and should be well supported.
2. In addition, it is important that the core responsibilities of school leaders be clearly defined and delimited. School leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning.
3. Provide higher degrees of autonomy with appropriate support. School leaders need time, capacity and support to focus on the practices most likely to improve student learning. Greater degrees of autonomy should be coupled with new models of distributed leadership, new types of accountability and training and development for school leadership.
4. Redefine school leadership responsibilities for improved student learning. Policy makers and practitioners need to ensure that the roles and responsibilities associated with improved learning outcomes are at the core of school leadership practice.

### **Identifications of four major domains of responsibility as key for school leadership to improve student outcomes:**

1. Supporting, evaluating and developing teacher quality: School leaders have to be able to adapt the teaching programme to local needs, promote teamwork among teachers and engage in teacher monitoring, evaluation and professional development. – Goal-setting, assessment and accountability:
2. Policy makers need to ensure that school leaders have discretion in setting strategic direction and optimize their capacity to develop school plans and goals and monitor progress, using data to improve practice. – Strategic financial and human resource management: Policy makers can enhance the financial management skills of school leadership teams by providing training to school leaders, establishing the role of a financial manager within the leadership team, or providing financial support services to schools.
3. School leaders should be able to influence teacher recruitment decisions to improve the match between candidates and their school's needs.
4. Collaborating with other schools: This new leadership dimension needs to be recognized as a specific role for school leaders. It can bring benefits to school systems as a whole rather than just the students of a single school. But school leaders need to develop their skills to become involved in matters beyond their school borders.
5. Develop school leadership frameworks for improved policy and practice- School leadership frameworks can help provide guidance on the main characteristics, tasks and responsibilities of effective school leaders and signal the essential character of school leadership as leadership for



learning. They can be a basis for consistent recruitment, training and appraisal of school leaders. Frameworks should clearly define the major domains of responsibility for school leaders and allow for contextualization of local and school-level criteria. They should be developed with involvement by the profession.

6. Distribute school leadership- The increased responsibilities and accountability of school leadership are creating the need for distribution of leadership, both within schools and across schools. School boards also face many new tasks. While practitioners consider middle-management responsibilities vital for effective school leadership, these practices remain rare and often unclear; and those involved are not always recognized for their tasks. Policy makers need to broaden the concept of school leadership and adjust policy and working conditions accordingly.

7. Encourage distribution of leadership- Distribution of leadership can strengthen management and succession planning. Distributing leadership across different people and organizational structures can help to meet the challenges facing contemporary schools and improve school effectiveness.

Thus a healthy situation or atmosphere can be created for good students' outcome by effective leaders of schools by monitoring the teachers and evaluating them accordingly. The success of a school is contingent upon the effectiveness of the principal. He can make or mar the school.

#### **References:**

1. Beatriz, Pont, Deborah, Nusche, Hunter, Moorman. (2008). Organisation for Economic Co-Operation and Development *improving School Leadership, Volume 1: Policy and Practice* – ISBN 978-92-64-04467-8 – © OECD 2008
2. Ediger, M. Rao, D.B. (2003). *Improving School Administration*, New Delhi, Discovery Publishing House, pp. 28-35.
3. George, Iordanides, Angeliki, Lazaridou, Maria, Babaliki (n.d) Conference paper, The Principal's Role in Achieving School Effectiveness.
4. Hallinger, P. and Heck, R.H. (1998). Exploring the Principal's Contribution to School Effectiveness: 1980-1995. *School Effectiveness and School Improvement*, 9(2), 157-197.
5. Kauts, A. and Kaur, R. (2007). Role of Principal as an Instructional Manager. *University News*, Vol. 45(24) June 11- AIU, New Delhi, pp 10-15.
6. Khan, M.S. (1983). *School Administration*, Jackson Publication, New Delhi, pp 40-58.
7. Kochhar, S.K. (2008). *Secondary School Administration*, New Delhi, Sterling Publishers Pvt. Ltd. Pp. 122-149.
8. Leithwood, K., Jantzi, D., Earl, L., Watson, N., Levin, B. and Fullan, M. (2004). Strategic leadership for large-scale reform: The case of England's Numeracy and Literacy Strategy. *School Leadership and Management*, 24(1), 57-79.
9. Lezotte, L. (2001). *Revolutionary and evolutionary: The effective school movement*. Okemos, MI: Effective Schools Products, Ltd. P.5 Retrieved from [http://www.pearsonassessments.com/NR/rdonlyres/AEOCB466-32E1-4CDD-8B64-11A595251F7A/O/EffectiveSchools\\_Final.pdf](http://www.pearsonassessments.com/NR/rdonlyres/AEOCB466-32E1-4CDD-8B64-11A595251F7A/O/EffectiveSchools_Final.pdf) on 25/06/12
10. Meador, D. (n.d). Role of the Principal- Keys to Being an Effective Leader, Retrieved from <http://teaching.about.com/od/admin/tp/Role-Of-The-Principal.htm> on 25/06/2012.
11. Reynolds, D. and Teddlie, C. (2000). The Process of School Effectiveness. In C. Teddlie and D. Reynolds (Eds.), *the International Handbook of School Effectiveness Research*. London: Falmer Press.
12. Sheninger, E. (2011). *Effective Leadership in the Age of Reform*, Retrieved from <http://connectedprincipals.com/archives/4175> on 25/06/2012.
13. Dr. Kumar, Rajendra, C., Dr. Kaptan, Sanjay. (2007). "Leadership in Management;" APH publisher New Delhi.

### Abstract

*Over the years the researches have been indicating that the quality of education is greatly linked with the way the schools are organized and managed. School leaders play a very crucial role. They are the administrative and academic chief of schools and act as a link between the school and society. The development and progress of school relies on the Leadership qualities and initiatives taken by the school leaders. School leaders determines the vision, mission and goals, the overall climate of the school, the climate in the individual classrooms, culture of the schools, the attitude of the teachers their morale, performance, motivation, satisfaction, commitment etc. They are expected to develop learning communities, supervise teaching and learning, build the professional capacity of teachers, deals with the parents and other stakeholders, resolve conflicts, perform administrative tasks etc. The present paper tries to locate school leadership in the Indian education policies. The paper deals with the importance of school leadership, roles and responsibilities of school heads from policy and commission point of view. It also focuses on the new paradigm of school leadership like – Instructional leadership, its core beliefs ,importance of instructional leadership for quality teaching and learning, moreover a model of instructional leadership have been discussed in this paper.*

### Key Words

*School Leadership, Instructional Leadership*

### Introduction

Schools are now in public domain as never before and therefore it has become imperative that schools change to come up to the expectations of the more knowledge empowered society. The realization that *schools must transform* is placing greater responsibility on School Heads as approach to school leadership development gains added significance in the context of the rights-based approach to education which encompasses the right of equal access to education, the right to quality education, and the right to joyful learning environment; the fulfillment of which depends to a great deal on effective school leadership that engages in transformation of schools. Leadership is even more important for the schools working under difficult circumstances with limited resources coupled with increased expectations from parents and community. This calls for equipping school leaders with surfeit of skills and knowledge that enable them to critically analyze the challenges faced by and opportunities available to school in the prevailing conditions. In this context it is important to create structures and processes that encourage creativity and innovation among school heads, teachers and students to enable schools to transform into ‘Centers of Excellence.

### Conceptual of School Leadership

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom

The term school leadership came into currency in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. Maintenance of the status quo was no longer considered acceptable. Administration and management are terms that connote stability through the exercise of control and supervision. The concept of leadership was favored because it conveys dynamism and pro-activity. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school.

### Policy Pronouncement on Roles and Responsibilities of School Heads

Almost all the policies on Indian education had envisioned roles and responsibilities of school heads. Their major emphasis had been on the recruitment and Salary of head teachers. The secondary education commission report (1952-53) and Kothari commission (1964-66) had explicated the roles and responsibilities of school leaders in detail.

Mudaliar's Commission (1952-53) report emphasized that 'the reputation of the school and the position it holds in the society depends in a large measure on the influence he exercises over his colleagues, the pupils and their parents and the general public.' The committee also pointed out that schools should work 'as a team engaged in a high endeavor with the head master as valued and more experienced member'. The school leaders are expected to develop collaborative environment and team spirit among the colleagues. Mudaliar committee also emphasized that the influence of the school leader has to cross the boundaries of the school and school leader should act as a link between the school and the community.

The Indian Education Commission(1964-66) accentuated that 'the School head and the senior teachers have a special role to play in providing guidance to the new teachers through planning his work and organizing suitable activities like staff study circles and discussion groups'. It also stressed upon the freedom of schools in India. To make the system elastic and dynamic it recommended devolution of authority to schools. Its opinion was that 'the chain of delegation of authority cannot end with the district office. It is also essential to give wider power to head teachers and greater freedom to schools. The programme of Action (1992) also reiterates the decentralization of educational administration by giving emphasis to 'creation of a spirit of autonomy for educational institutions with greater role assigned to the institutional head'. The Indian policies clearly assert that the school improvement and quality education is dependent upon the empowerment of head teachers.

Despite the headmaster's role and responsibilities and international research demonstrating that after the teacher headmasters have the most influence on improving a child's learning outcomes, headmasters are not well supported. Headmasters receive little to no training that supports them to develop their skills and abilities to transition from teacher to headmaster and to continue to develop and grow in their role

### **Cornerstones of Leadership**

This has been designed around four cornerstones of leadership crucial to affecting change in the school environment. These are:

- **Instructional Leadership:** Focuses on improving teaching and learning processes and encouraging the adoption of child-centred and activity-based teaching and learning.
- **Personal Leadership:** Focuses on developing intrinsic motivation, self-awareness and ability to critically analyse experiences and shift own mindsets.
- **Institutional Leadership:** Focuses on the school as system and incorporates working with teachers, improving administration processes, relationships with Government Officials, etc.
- **Social Leadership:** Focuses on getting parents and community involved in the education of their children; encouraging enrolment and ongoing participation within the education system and addressing barriers which inhibit the former.

### **Instructional Leadership**

One major emphasis in the educational arena in the early 21st century has been the continuing demand for greater accountability to increase student performance. National and state expectations require schools to ensure that all students achieve mastery of curriculum objectives, and local schools focus on implementing those requirements to the best of their ability. As a result, leading instructional efforts in a school has evolved into a primary role for school principals.

In order to meet the challenges associated with national and state expectations, principals must focus on teaching and learning—especially in terms of measurable student progress—to a greater degree than heretofore. Consequently, today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed.

Instructional leadership is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980's, which revealed that the key to running successful schools lies in the principals' role. School leaders matter for school success. Numerous studies spanning the past three decades link high-quality leadership with positive school outcomes. Recognition of the importance of school leadership has led to increased attention to recruiting and preparing school leaders. Many

new principal preparation and development programs emphasize the role of principals as “instructional leaders.” This emphasis on instructional leadership was driven in large part by the effective schools movement of the 1970s and 1980s and has since been renewed because of increasing demands that school leaders be held accountable for student performance (Hallinger 2005). However, while broad agreement exists on the importance of instructional leadership, there is less consensus on what instructional leadership actually is. Some construe instructional leadership as synonymous with classroom observations and direct teaching of students and teachers. Informed by observations and interviews in hundreds of schools, we call for a different view of instructional leadership, one that includes broader personnel practices and resource allocation practices as central to instructional improvement.

Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Research conducted by King (2002), Elmore (2000), and Spillane, Halverson, and Diamond (2000) confirms that this important role extends beyond the scope of the school principal to involve other leaders as well.

### **Core Beliefs on Instructional Leadership**

Instructional leadership is learning-focused, learning for both students and adults, and learning which is measured by improvement in instruction and in the quality of student learning.

- Instructional leadership must reside with a team of leaders of which the principal serves as the “leader of leaders.”
- A culture of public practice and reflective practice is essential for effective instructional leadership and the improvement of instructional practice.
- Instructional leadership addresses the cultural, linguistic, socioeconomic and learning diversity in the school community.
- Instructional leadership focuses upon the effective management of resources and of people — recruiting, hiring, developing, evaluating — particularly in changing environments.

### **A Model for Instructional Leadership**

#### **1. Instructional leaders must be motivated toward improving learning outcomes and learning excellence.**

Principals (or program managers) who recognize the importance and outcomes of providing instructors with proven strategies to improve and accelerate learning may find, in turn, that they are motivated to take on more of an instructional leader role. Success is an excellent motivator.

#### **2. The role, responsibility, and accountability of the instructional leader require clarity and focus.**

Successful instructional leaders challenge the process, inspire shared vision, enable others to act, model the way, and encourage the heart.

**3. The organizational structure and characteristics must support the role of the instructional leader.** Reinventing relationships is the fundamental challenge to becoming free from bureaucratic tasks and to establishing leadership over the school’s purpose. Successful relationships require inclusiveness, exclusiveness, intimacy, clarity of roles, and encouragement.

#### **4. The time horizon requires the capacity to think, plan, and implement strategies that go beyond the day to-day routine of existing procedures.**

To be successful, principals need the opportunity to think strategically and to plan. The instructional leader must have a time horizon of at least one to three years to implement change.

#### **5. The “balancing processes and balancing act” should be engineered to support innovation, change, and growth toward learning excellence.**

Success needs to be defined in terms of leadership achieving organizational purpose rather than clerical competencies. The principal’s challenge is to be freed from bureaucratic tasks and to embrace leadership of the school’s primary aim and purpose.

## Conclusion

The analysis of all six All India surveys of Educational Research (1974-2006) reveals that school leadership in the Indian context has not been studied extensively, majority of the researches are within the behaviorist paradigm, like whether the principal is task oriented or relationship oriented. Leadership behaviour of heads had been studied in relation to the organizational climate, their personal characteristics, teachers' job satisfaction, morale and alienation. Some of the researches also deal with the study of supervisory roles of the school leaders. There is a huge research gap in the leadership studies conducted in the Indian context. None of the researches have been done to actually understand the indigenous model of school leadership. There is a complete absence of studies on the leadership preparation and practices in the schools of India. Training and orientation of school leaders for developing instructional leadership quality is a need of the hour. There should be provisions for In-service training of head teachers for untrained as well as trained head teachers. An effective instructional leader is visionary. Well-performing schools are characterized by a visionary principal that sets high expectations and communicates the vision to educator wisely or effectively. Nothing in the principal's role is more important for ensuring successful student learning than effective instructional leadership. School principals who focus on a vision for their schools nurture the leadership capabilities of their teachers. Additionally, if their schools are moving in the right direction, they model effective leading and learning. Combining these efforts with using data appropriately, as well as monitoring what takes place at the classroom level, will increase the likelihood that schools will achieve their goals for student learning

## References

- Bryman, A. (1992). *Charisma and Leadership in Organizations*. London: Sage.
- Bolívar, A., López, J., and Murillo, F.J. (2013). *Liderazgo en las instituciones educativas* as [Leadership in Educational Institutions]. Una revisión de line as de investigación. *Revista Fuentes*, 14, pp.15-60.
- Education and National Development, *Education Commission Report (1964-66)*, Ministry of Education, Government of India, New Delhi.
- Elmore, R.F. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.
- Elmore, R.F. (2008). *Leadership as the Practice of Improvement*. See Vol. 2 OECD 2008.
- Government of India (2005) *Report of the Central Advisory Board of Education (CABE) Committee on, "Free and Compulsory Education Bill and Other Issues Related Elementary Education"*
- Govinda, R. (2002), *Role of Head teachers in School Management in India: Case studies from six states*, ANTRIEP.
- Hallinger, Phillip. "Instructional Leadership and the School Principal: A Passing Fancy That Refuses to Fade Away." *Leadership and Policy in Schools* 4, no. 3(2005): 1-20.
- Louis, Karen S., Kenneth Leithwood, Kyla L. Wahlstrom, and Stephen E. Anderson. "Investigating the Links to Improved Student Learning." *Final Report to the Wallace Foundation, Center for Applied Research and Educational Improvement, University of Minnesota and Ontario Institute for Studies in Education, University of Toronto*, 2010.
- Mulford, B. (2003). *School leaders: Changing roles and impact on teacher and school effectiveness*. Paris: OECD.
- Mukhopadhyay, M. (2004), *Leadership for Institution building in Education*, SERD, Baroda. P-47.
- NUEPA.(2014) *National Centre for School Leadership*.17-B, Sri Aurobindo Marg, New Delhi - 110016
- OECD.(2013), *Leadership for 21st Century Learning*, Educational Research and Innovation, OECD Publishing.
- OECD.(2009). *Creating Effective Teaching and Learning Environments: First Results from TALIS*. Paris: OECD.
- Panda, P and Sadma, R. (2011). *School Leadership in India: Creating a Sense of Direction in Learning Curve*, Vol. 17, Bangalore: Pragati Prints Source:

- [http://www.google.com/data/pdfs/sls/sls\\_rr.pdf](http://www.google.com/data/pdfs/sls/sls_rr.pdf) ppt.
- Secondary Education Commission Report. (1952), Ministry of Education, Government of India, New Delhi.
- Schleicher, A. (2012). Preparing Teachers and Developing School Leaders for the 21st Century. Lessons from around the world. Paris: OECD.
- Spillane, J.P. and Healey, K. (2010). "Conceptualizing school leadership and management from a distributed perspective: An exploration of some study operations and measures". Elementary School Journal, 111(2), pp. 253-281.
- UNESCO (2008) A View Inside Primary Schools. A World Education Indicators (WEI) cross-national study. Montreal: UNESCO-UIS.
- UNESCO-IIEP-IWGE (2012). From schooling to learning. Paris: UNESCO/ International Institute for Educational Planning.

## **SCHOOL SELF EVALUATION PLAN: A KEY TO QUALITY IMPROVEMENT OF SCHOOL EDUCATION**

---

Tanushree Mohanty, Research Scholar, RIE Bhubaneswar

### **Abstract**

*School Education is the key parameter in the growth strategy of any developing nation and has rightly been accorded an honoured place in the society. A nation could develop in case its people make all-round progress believing in the individual dignity and value of human life. Performance in schools is increasingly judged on the basis of effective learning outcomes. Information is critical to knowing whether the school system is delivering good performance and to providing feedback for improvement in student outcomes. In many countries, policy makers, parents are increasingly pre focused with the quality of schools and with the knowledge and skills obtained through schooling. Traditionally, the inspection system was supposed to exercise control over schools and to offer advice for improvement. School self evaluation scheme is becoming more popular, especially among policy maker, although its integration in schools encounters many challenges. Self-evaluation as a mechanism for evaluating the functioning of schools. In the process of self evaluation, organisations can identify the areas that are important to them, and specify how they will improve, monitor and evaluate them. The process of self-evaluation involves various stakeholders who with different roles, duties and responsibilities participate in it and contribute to the improvement of schools, i.e. head teachers, team members, teachers, pupils, parents, etc. This paper focuses on the roles of teachers and various stakeholders who have the biggest direct influence on pupils' achievements.*

### **Introduction**

Education has vital role to play in the life of an individual as well as the society. It is considered to have the potential to effect change in the system of social stratification. Education assumes special significance in the context of a quasi-traditional or transitional society like India where it has to face multifaceted developmental challenges like, "Education and social change, education and national development, education and human rights, education and social justice, education and international understanding, education and equality, education and societal and cultural progress the list could be prolonged indefinitely. Behind each statement has an ideology-about the role that education must play in building minds for the future".

The importance of education for the development, particularly in our country has often been ignored. The nexus between development and education has not been discernible or has been vividly demonstrated in the past as the education was the prerogative of a few i.e. elite of the society. The Education Commission (1964-66) specifically observed, "in a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people".

### **School Self- Evaluation**

School self-evaluation is a collaborative, inclusive, reflective process of internal school review. During school self-evaluation the principal, deputy principal and teachers, under the direction of the board of management and the patron and in consultation with parents and students, engage in reflective enquiry on the work of the school. When engaging in school self-evaluation, schools

reflect on their aims, consider criteria for success within the school's context and ethos, and determine appropriate methods for judging the quality of educational provision in the school. It is an evidence-based approach which involves gathering information from a range of sources and making judgements with a view to bringing about improvements in students' learning.

“School Self Evaluation is a systematic and sustained approach to engage in enquiry and reflection to make school a better place for students, teachers and community. Hence, ‘school improvement’ fundamentally means improving what a school does through continuous self evaluation.”

Self-evaluation in educational organisations can be defined as a form of internal evaluation where teachers evaluate their own school and its functioning, individual components (e.g. programmes fields) or individuals (e.g. teachers). Self-evaluation allows schools to improve the quality of their work by themselves, with their own resources and from the inside. From the point of view of schools, self-evaluation can be understood as a process of searching for answers to the following questions: What is the quality of our school? What is the quality of our work? What is the quality of our services? What can we do to maintain or increase the quality? It is essential that good self-evaluation looks back and forth, focusing on the assessment of current situation, past achievements and future opportunities. Furthermore, good self-evaluation sets specific, realistic and achievable goals rather than high-flying intangible plans that sound great but have no concrete basis (Musek Lešnik & Bergant, 2001).

Self-evaluation contributes to school improvement by providing an accurate assessment of how well the school is performing and what it needs to do next. It leads to the identification of improvement priorities and to evidence based school improvement planning, which results in clear benefits for pupils.

### **The School Self-Evaluation Process**

School self-evaluation (SSE) is a collaborative, reflective process of internal school review. During school self-evaluation the principal, deputy principal and teachers, under the direction of the board of management and the patron, and in consultation with parents and pupils, engage in reflective enquiry on the work of the school.

The process requires schools to gather evidence about teaching and learning practices, to analyse the evidence and to reflect on the findings in order to reach conclusions and to make judgements about their strengths and weaknesses. The school self-evaluation process and the school improvement plan must be informed by assessment information, including information about literacy and numeracy, and other forms of evidence, such as the views of pupils and their engagement in learning and in school life. The school will record its own judgement about its performance and the quality of its work, in the form of a concise school self-evaluation report. A summary of this report should be made available to the whole-school community. As a result of the school self-evaluation process each school should produce a short school improvement plan. The plan should contain specific and measurable targets to improve outcomes for learners. It should act as a guide for improving teaching and learning activities in the school. Schools should make a summary of the school improvement plan available to the whole-school community.

Self-evaluation is at the centre of accountability and provides the basis for reporting to stakeholders on the school's performance. This is because schools that understand their own strengths and weaknesses are better placed to account effectively to their stakeholders for their performance. School Self-Evaluation is a collaborative process that builds on school development planning and assessment practices.

The process involves:

- Reflective enquiry by staff
- Gathering evidence from a range of sources
- Identifying priorities for improvement
- Taking action that leads to improved learning.

The central purpose of school self-evaluation is to improve the overall quality of education in the school and in particular to improve learning outcomes for pupils. In order to achieve this, school self-evaluation should become an integral part of whole-school and classroom practice and should focus on teaching and learning. School self-evaluation will help to support teachers to improve the

quality of teaching and learning in all aspects of the curriculum. Schools are asked to focus on the quality of teaching and learning in literacy and numeracy and over time, in other curriculum areas. When strengths and areas for development have been identified, targets to improve outcomes for pupils should be set. This will assist schools in devising a three-year school improvement plan. The plan will support and guide teachers as they implement improvements in each curriculum area.

### **School Self-Evaluation as the Means and School Improvement as the Goal**

- Each school is unique to its own context, size, conditions and resources.
- Schools have the mandate to translate national vision in true spirit.
- School self Evaluation refers to evaluating the individual school-its performance in a holistic and continuous manner by its staffs.
- Each school needs to critically analyze the current practices to identify its strengths and areas that need immediate action for improvement.
- School self Evaluation creates a collaborative culture with the active participation of all stakeholders for making professional judgment and decisions.
- School self Evaluation enriches teachers and teaching learning practices through reflection and collective sharing of experience.
- School self Evaluation leads to better planning and effective implementation through an inbuilt review mechanism.
- School self Evaluation empowers the school as a whole to celebrate change and encourages sustainable transformation.

### **Principles of School Self-Evaluation**

- **Collaborative, inclusive:** Effective school self-evaluation involves principals, deputy principals, teachers, boards and patrons working together in a climate of trust and respect, in consultation with parents and students, to bring about school improvement.
- **Leadership:** Effective school self-evaluation requires effective leadership.
- **Reflective:** Effective school self-evaluation involves schools thinking critically about the aims and key priorities of the school and what needs to be done to bring about improvements in their students' learning.
- **Evidence based:** Decisions taken during effective school self-evaluation are based on sound, reliable and specific information or evidence.
- **Flexible:** Flexibility, creativity and a willingness to rethink, revise and redesign ways of doing things on the part of teachers, principals, deputy principals and school management are features of effective school self-evaluation.
- **Continual, ongoing:** Each step of effective school self-evaluation is part of an ongoing cycle focused on improving the work of the school and the learning of the students. Evaluation findings inform school improvement plans and strategies for improvement, the impact and effect of which are in turn evaluated.
- **Improves teaching:** Effective school self-evaluation is focused on making a positive, measurable and significant difference to the quality of teaching in the school.
- **Improves students' learning:** Effective school self-evaluation is focused on making a positive, measurable and significant difference to the learning of the students and the work of the school.
- **Communication:** Effective school self-evaluation provides the school with a mechanism to engage in open and transparent communication with the entire school community.

### **Steps of School Self Evaluation Plan**

#### **Step 1 Gathering evidence**

Gathering evidence is the gathering evidence phase. Typically, information should be gathered from a number of sources. The type of information or evidence that needs to be gathered will depend on the focus of the school's evaluation. It may include both quantitative and qualitative data. Quantitative data relates to data that can be expressed numerically or statistically and qualitative data relates to data arising from people's views or opinions. Both quantitative and qualitative data can be gathered from a range of sources including teachers, students, parents, management, classrooms and other learning settings in the school.



**Step 2: Analyse evidence**

When evidence has been gathered, schools will need to decide how to record and analyse the information. Step 2 involves analysing the information gathered and, in light of the school's context, benchmarking this against standards for the aspect(s) of practice being evaluated.

**Step 3: Draw conclusions**

It is about drawing conclusions based on the analysed data. Schools should determine, affirm and celebrate the strengths they identify in the aspects of practice being evaluated. They should also acknowledge the areas that should be prioritised for improvement.

**Step 4: Complete the self-evaluation report**

It ensures that schools keep a record of their self-evaluation and particularly of the findings. The school self-evaluation report will provide a basis for discussion and reflection amongst teachers, management and others in relation to the work of the school. It may be used by boards of management as an important information source in reporting to parents on the work of the school. It will provide a basis upon which school improvement targets can be developed and a school improvement plan agreed.

**Step 5: Develop a school improvement plan**

School self-evaluation should result in action. The setting of specific targets is the starting point of action for improvement. Having formed a judgement based on the relevant information or evidence, a school will be in a position to decide on specific, measurable, attainable, realistic and time bound (SMART) targets to bring about improvement. This is an important step in determining the actions that need to be taken. In order to achieve targets for improvement, a school will need to devise a school improvement plan outlining the actions for improvement.

**Step 6: Implement and monitor**

It is only when the actions in the improvement plan are implemented that the work of the school can improve. All relevant school personnel should be aware of the actions to be implemented at individual teacher, class, subject department or whole-school level. These actions should become part of the normal teaching and learning process.

**Conclusion**

School self-evaluation places a greater emphasis on collecting, examining and sharing evidence about the work of the school when making decisions about what is working well and what areas of the school's work need to be improved and developed. School self-evaluation empowers schools to tell their own story to their own community. It provides schools with a supportive and systematic way to affirm good practice and improve literacy and numeracy.

**References**

- Dfes & Ofsted. (2004). Improving performance through school self-evaluation. *A New Relationship with Schools*. London: DfES.
- Hofman, R.H., Dijkstra, N.J., & Hofman. W.H.A. (2009, Mar). School Self Evaluation and Students Achievement. *International Journal of School and Students Achievement*, 20(1), 47-68.
- APERA Conference. (2006, Nov). School (self) Evaluation and Students Achievement. Hong kong.
- Government of Dubai. (2015-2016). School Self Evaluation Form For Improvement Planning. *A Resource Guide*.
- Department of Education and Skill. (2012). An Introduction to School Self-Evaluation of Teaching and Learning in Primary Schools. *Inspector Guidelines for promoting the quality of Learning*.
- NUEPA. (2015, Nov). National Programme on School Standards and Evaluation. *A Programme Document*. New Delhi.
- MacBeath, J. (1999). The case for school self-evaluation. *Schools Must Speak for Themselves*. London. Routledge.
- Inspectorate of Education. (2006). How good is our school? *Self evaluation Series: Effective Transitions HM*.
- Chapman, C. and Gallannaugh, F. (2008). School self-evaluation: a resource pack. London: SSAT.

- Bubb, S. and Earley, P. (2008). From self-evaluation to school improvement: the importance of effective staff development. Reading: *CfBT Education Trust*.
- Chapman, C. & Sammons, p. (2013). School evaluation for School improvement: What works and why? CfBT Education Trust.

## SECTION-3: INCLUSION IN SCHOOL EDUCATION

### INCLUSIVE EDUCATION (IE) VIS-À-VIS INCLUSION IN EDUCATION (IIE)

B. K. Parida, Dean of Instructions, Regional Institute of Education, Bhubaneswar – 751022, E-mail: parida.bijayk@gmail.com

#### **The IE/IIE Dichotomy**

The phrases, 'inclusive education' and 'inclusion in education' are often used synonymously though a finer look can tell them apart. The first one, which rhymes with 'science education', 'language education', 'adolescence education', 'adult education', etc. sounds like a 'kind' of education or a 'domain' of teaching learning. In fact, inclusive education popularly means educating children with disabilities or special needs along with normal children in the same neighbourhood schools. The Draft Scheme on Inclusive Education published by MHRD in 2003 enunciates that "Inclusive education means all learners, young people – with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services." Inclusive education then became an integral component of the Government of India RTE Act-2009.

On the other hand, 'inclusion in school education' has a much wider connotation with many dimensions one of which is inclusive education as noted above. Whereas implementation of inclusive education in letter and spirit in the existing general schools in our country is a highly debatable/controversial issue for multiple reasons, overlooking the requirements of inclusion in school education is of a subtler and greater concern.

The purpose of the article is to highlight the essential aspects of inclusion in education without going into the technical details or undermining importance of integrating children with special needs in the mainstream education.

#### **Inclusive Education**

##### **Examples from Science**

In the domain of subatomic science, a process called 'scattering' that involves interactions among fundamental constituents of matter in the form of particles is considered both theoretically and experimentally. Depending on how the process is considered, scattering is classified into three types: exclusive, inclusive, and semi-inclusive. Let us illustrate these with the help of two popularly known particles, electron ( $e$ ) and proton ( $p$ ) which interact with each other and produce what are indicated after the arrows in the processes below. The process of scattering follows certain conservation laws involving charge, energy, etc.

- |                                |                                    |
|--------------------------------|------------------------------------|
| (1) Exclusive scattering:      | $e + p \rightarrow e + n + \pi^+$  |
| (2) Inclusive scattering:      | $e + p \rightarrow e + X$          |
| (3) Semi-inclusive scattering: | $e + p \rightarrow e + \pi^+ + X'$ |

In (1) or exclusive scattering, all the product particles are known or identified (besides the electron  $e$ ,  $n$  is neutron and  $\pi^+$  is the positively charged pion) or, in other words, in this scattering only these three particles ( $e$ ,  $n$ , and  $\pi^+$ ) are produced. In (2) or inclusive scattering, only one product particle (electron,  $e$ ) is identified and  $X$  denotes any other particle(s) permitted by the conservation laws or, in other words, in this scattering any particle(s) can be included under the symbolic category  $X$  subject to the conservation laws. In (3) or semi-inclusive scattering, two product particles ( $e$  and  $\pi^+$ ) are identified and  $X'$  denotes any other particle(s) permitted by the conservation laws or, in other words, in this scattering any particle(s) can be included under the symbolic category  $X'$  subject to the conservation laws.

#### **School Categories**

Interestingly, somewhat parallel to the above examples from science, in education sector, there are three categories of schools: (i) special or exclusive schools such as those for visually impaired, deaf and dumb, mentally challenged, etc. offering special education with qualified staff and appropriate infrastructure; (ii) inclusive schools, where no distinction is made between general education and special education; and (iii) semi-inclusive schools, where there are additional provisions to cater to the needs of children with special needs besides common classroom provisions meant for all. It

*stands to reason that children with minor forms of disabilities can be enrolled in inclusive schools and children with moderate disabilities can be enrolled in semi-inclusive schools whereas those with more severe disabilities need to be admitted in the respective categories of exclusive schools. Accordingly, a blanket perception of inclusive schools or treating our general schools as inclusive schools may not be appropriate in the current scenario. Besides the above category of exclusive schools meant for children with special needs, there are of course other kinds of exclusive schools based on religion, language, curricula, etc.*

*Let us now consider the process of inclusion in school education.*

#### ***School Education as a Process of Inclusion***

*School education is actually an inclusive process of many dimensions, which may be perceived as follows.*

***Stakeholders:*** *students, teachers, auxiliary staff, parents/guardians of students, officials facilitating/monitoring education including funding, curriculum framers, textbook and supplementary material makers and providers, etc.*

***Essential teaching-learning resources:*** *textbooks/supplementary reading materials, writing materials such as chalks/markers, black/white boards, teaching-learning aids, audio-visual facilities, computers, etc.*

***Support materials:*** *library, activity room, laboratory, language lab, computer room, comfortable sitting places, safe drinking water, hygienic toilets, playground, open space for outdoor activities, etc.*

***Co-curricular activities:*** *exhibitions on science/social science/language, games & sports, debates/discussions, lecture demonstrations by experts from different fields including farming, horticulture, carpentry, painting, sculpture, acting, sports, etc.*

***Nurturance measures:*** *getting regular feedbacks from students and parents, appreciating student expertise/creativity, using materials prepared by students for teaching-learning or classroom work, supporting students in areas where they show promise or special ability, creating an enabling atmosphere recognizing that a child has the right to excel in any field of activity of her choice even beyond conventional textbook oriented learning, etc.*

***Output:*** *inquisitiveness, knowledge, skill, personality, curiosity, creativity, critical appreciation, broadmindedness, leadership, etc.*

*There is almost nothing new in the lists above. However, the reality is these are either assumed to be in place or not given due consideration. This hurts school education as a whole and students in particular in many ways.*

#### ***Epilogue***

*Whether or not our common schools take up the responsibility of inclusive schools, implementing inclusion in the school education process is very important. In order to check the health of our school education it is important to examine how much integration of the various components we actually practice, how much is presumed to be there or taken for granted, and how much we simply do not think about. The same applies to individual schools in government as well as private sectors, and schools affiliated to different examining bodies.*

## **INCLUSION IN EDUCATION: ISSUES AND CONCERN FOR ENHANCEMENT OF QUALITY SCHOOL EDUCATION IN WEST BENGAL**

---

Dipankar Chakrabarti, S I of Schools, Kolkata, West Bengal

### **Abstract**

*In recent times globally there is a tremendous awareness about the importance of developing Inclusive Society. Besides, India is committed to provide quality education for all children of 6-14 years age group through its various schemes and acts. So, provision of inclusive learning environment in every school is need of the hour in the context of West Bengal like others state in India. Inclusive Society can be made possible only when there is total inclusion in education. The basic purpose of total inclusive approach is to end all forms of discrimination in the field of school education, foster social cohesion and equity in education so that the environment for imparting quality education to all children of society in classroom situation can be possible. The Govt. of West Bengal has motivated, designed and implemented different plan, strategies and interventions for*

*total inclusion in education. In past few years, considerable progress has also been made in this matter in West Bengal. However, total inclusion in education is yet far away from reality. Taking holistic view, we have to materialize this policy in systematic, planned and more intensive way. Innovative approaches with a creative temper can bring all children in the arena of School Education. This paper highlights multiple aspects of 'inclusion' in education chiefly the genesis of the concept, its historical perspectives in national and inter-national context, various policies and legislations concerning 'inclusion' in education of India and emerging trends of the same. Further this paper focuses the present school education scenario in West Bengal, its various problems for total inclusion in education and different Government initiatives to overcome the barriers. At the end, the researcher indicates some of the pragmatic strategies for equitable inclusive quality education in the context of West Bengal for its sustainable development, which is considered a necessary pre-condition for educational equity and inclusive society.*

---

## **Introduction**

Inclusion is about putting the right to education into action by reaching out to all learners, respecting their diverse needs, abilities and characteristics and eliminating all forms of discrimination in the learning environment. It should guide education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. Inclusion is both a principle and process, arising from a clear recognition that exclusion happens not only from education but also within education; it requires adapting and or transforming the education systems at large, notably the way in which schools and other learning settings adapt their learning and teaching practices to cater for all learners with respect to diversity. This requires attention to a wide range of interventions, among them the curriculum, the nature of teaching and the quality of the learning environment. It means schools and learning settings should not only be academically effective but also friendly, safe, clean and healthy and gender responsive. Inclusion requires adopting a holistic approach to education from early childhood onwards to incorporate the learning concerns of marginalized and excluded groups and addresses the four pillar of learning' (World Education Forum 2015, Incheon, Republic of Korea) i.e. learning to know, to do, to live together and to be (Delors, Jacques et al. 1996. Learning: The Treasure Within. Paris: UNESCO). 'Equitable and inclusive quality education for all' is one of the important goal of education today's world and the issue of social access and equity are too complex. While the gaps in average enrolments between disadvantaged groups like SC, ST, Muslims, Girls and Children with Special -Needs (CWSN) and the general population have decreased; there is still a considerably large gap in learning levels with historically disadvantaged and economically weaker children having significantly lower learning outcomes. Large and growing learning gaps threaten the equity gains achieved on the enrolment front because children with lower levels of learning are more likely to drop out. We need to examine current interventions in bridging the gender and social gaps and identify focused strategies for effective inclusion.

## **Genesis of the Concept Inclusion in Education**

The concept of inclusion has developed from a long history of educational innovation and represents school improvements on many levels for all students (Skrtic, T.M., Sailor.W. and Gee.K., 1996). The several theories dealing with the democratic community (Dewey, 1916) provide opportunities to rethink how one can improve acceptance of differences and create communities inclusive of all members of society (Turner and Louis, 1996). In schools throughout the world, 'inclusion' has been used to refer to the placement of students with disabilities in ordinary classroom alongside their peers (Kugelmass, 2004). The inclusion concept has been well rooted in the general education reform agenda (Roach, 1991) because both areas incorporate school change and improvement (Fisher, Sax, Rodifer and Pumpian, 1999).The dictionary meaning of 'inclusion' is 'the fact of including person/things that is included'. Besides, in its broadest and all-encompassing meaning, 'inclusion' in education is an approach, seeks to address the learning needs of all children, youth and adults with specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners-with or without disabilities being able to learn together in existing normal school or other community educational setting with an appropriate network of support services.

In India the concept of 'inclusion' in education has been developed from Vedic Era, we have glaring example of '**ASHTAVAKRA**' (a chronic and severe case of orthopedic impairment) for

becoming a great scholar by virtue of the educational facilities available to all irrespective of their abilities or disabilities (Mangal, S.K., 2012). Like all over the World, India has moved from segregation, special school to integrated education and then finally to inclusive education. Now, India with its vast population of CWSN scattered throughout its land cannot achieve its target – ‘universalization of school education (elementary as well as secondary) to all children from 6-18 years of age group of society’ without proper implementation of the policy of inclusion. So, it is more important to see ‘inclusion’ not at just physical/or mental level but to look more deeply at social level and at a functional level how well we can include these learner. Thus, ‘inclusion’ is an organizational practice and goal stemming from the sociological notion of inclusiveness of all children i.e. Children with Special Needs (CWSN), Children belonging to SC/ST or Minority Communities including Girls children and children of other weaker section of society in exiting regular education system. Now, ‘inclusion in education’ is a child’s right, not a privilege. Moreover, it is about a philosophy of acceptance where all people are valued and treated with respect (Carrington, 2000).

### **Why ‘Quality’ in Education?**

Quality in education is difficult to define and measure owing to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). An adequate definition must include student outcomes. Most educators would also include in the definition the nature of the educational experience that helps to produce those outcomes – the learning environment’ (Priorities and Strategies for Education: World Bank, 1995.p.46). Quality may be defined from the perspectives of quality assurance and quality improvement as done by Morgatroyd and Morgan (1994).Quality assurance which refers to ‘the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards.’ Education must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these, when they find that necessary. Education can never be a neutral process; it will always be value based (ETUCE, 2002). Like other country reforms in school education in India is essential for its sustainable development. Besides, Liberalization-Privatization-Globalization (i.e. L-P-G) System has enhanced the world-wide inter-dependence in our contemporary life. Now, no individuals or nation can remain isolated or be unaffected by the happenings in the other parts of the world. To cope effectively with the changing scenario of the emerging society of twenty-first century, we have to improve and sustain quality of our education system so that our future generation can acquire knowledge, skills, values and attitudes for global citizenship and country’s sustainable development. Thus, Quality school education envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavour.

### **Historical Perspectives: Act & Policy Developments for Inclusion in Education:**

#### **(I) Children with Special Needs (CWSN)**

#### **International Perspectives**

A number of initiatives have been taken in favour of Inclusive Education internationally under the leadership of world bodies like UNO, UNESCO etc. Among them the following initiatives deserve special mention:-

- (i) In 1924, when the League of Nations adopted the **Geneva Declaration** of the “**Right of the Child**”, the international community has made a series of firm commitments to children to ensure their various rights - to survival, health, education, protection etc.
- (ii) On the basis of the **Universal Declaration of Human Rights (1948)** and **the Convention on the Rights of Child (1989)**, UNESCO proclaimed that inclusion of all children within mainstream education is a basic human right.
- (iii) **The World Conference on Education for All (EFA)** held at Jomtien, Thailand (1990) stated that children and adults with disabilities do have the right to education and have the right to be part of the mainstream education system.
- (iv) The UN standard rules on the equalization of opportunities for **Persons with Disabilities (March, 1992)** emphasized that states should aim for the gradual integration of special education service with mainstream education.

(v) **The World Conference on Special Needs Education (SNE) held in Salamanca (June, 1994)** declares that “Education policies at all levels, from the national to the local, should stipulate that a child with disability should attend the neighbourhood school”.

(vi) **The Biwako Millennium Framework** recommended for action by Govt. in the region and concerned stakeholders to achieve an inclusive, barrier-free and rights based society for persons with disabilities in the new decade, 2003-2012.

(vii) In the **Incheon Declaration**, which was adopted on 21 May 2015 at the **World Education Forum (WEF 2015)** held in Incheon, Republic of Korea was “Equitable inclusive quality education and lifelong learning for all by 2030” recognizing the important role of education as a main driver of Sustainable Development of any country.

### **National Perspectives**

(a) **Pre-Independence Period:-** In 1944, the Central Advisory Board of Education (CABE) published a comprehensive report (popularly called Sargent Report) on post World War-II(1939-1944) educational development of the country. In this report, for the first time provisions for the handicapped (the word used in the report) were to form an essential part of the national system of education, administered by the Education Department.

(b) **Post-Independence Period:** - After independence, the Govt. of India has also taken many initiatives for promotion of education for all in different times. Major initiatives are:

i. **Constitutional Provisions:-**In the Constitution of India, there several articles referring to take measure to improve accessibility of education in India. For instance Art.-29 states that no citizen shall be denied admission, Art.-45 states free, compulsory and universal primary education should be provided to all children up to 14-years of age and Art.-46 deals with the promotion of educational and economic interests of weaker sections states.

ii. In 1964 the Kothari Commission (1964-1966) was the **first education commission** which published the issue of children with special needs (CWSN) in the Plan of Action and gave strong recommendation for inclusion of CWSN in existing regular school.

iii. The National Policy on Education (1968) emphasized the necessity for promoting rapid universalization of education along with prevention and wastage and stagnation. In an attempt for implementation of this education policy, the Integrated Education for Disabled Children (IEDC) Scheme was launched in December, 1974 under the erstwhile Department of Social Welfare for admitting children with disabilities in existing regular school.

iv. It gained momentum with declaration of the National Policy on Education (1986) which laid much emphasis on equity in education. Under its Programme of Action (1992), the Project Integrated Education for Disabled (PIED) was launched in 1987 for encouraging regular schools to enroll children with disabilities.

v. The Rehabilitation Council of India (RCI) was set up in 1986 under The Rehabilitation Council of India Act and its subsequent amendment in 2000 for training professionals required for CWSN and rehabilitation of persons with disabilities (PWD).

vi. In 1995 the Persons with Disabilities (PWD) Act clearly stated that children with disability should be educated with non-disabled children of their own age in existing regular education system.

vii. The problem that a disabled child exhibits in course of learning is not to be attributed to the difficulty of child alone but to the school system. This change of social attitude was the main reason for addition of inclusive education into the scheme of District Primary Education Programme (DPEP) in 1997.

viii. In 1999, Indian Parliament passed National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act to protect and promote the rights of CWSN by creating barrier-free environment and developing functional skills of them employing self-help groups.

ix. In 2001 Sarva Shiksha Abhijan (SSA) was launched for Universalisation of Elementary Education to all children of 6-14 years age group.

x. The Govt. of India (GoI) announced “The National Policy for Persons with Disabilities” in Feb., 2006.

xi. After considerable progress of SSA, the GoI has launched Rashtriya Madhyamik Shiksha Abhijan (RMSA) in 2009 in which a scheme namely Inclusive Education for Disabled at Secondary Stage (IEDSS) was introduced to promote inclusion in education at secondary level.

xii. The Right of Children to Free and Compulsory Education (RTE) Act was passed on 4<sup>th</sup> August, 2009 and came into force from 1<sup>st</sup> April, 2010 with a view to enroll all children in the existing education system.

xiii. National Policy on Early Childhood Care and Education (2013) envisages promotion of inclusive, equitable and contextualized opportunities for promoting optimal development and active learning capacity of all children below six years of age.

So, the inclusion in education of the children with special needs has undergone many significant phases in its journey from era of disregard and rejection to gradually pity and benevolence to present era of right based inclusive education bringing all types of CWSN into existing regular schools.

## **(II) Children belonging to SC, ST and Minority Communities and specially Girls:-**

Since independence several education commission and committee constituted for educational development recommended the need of inclusion of children belonging to SC, ST, Minority Communities and specially Girls.

i. **Constitutional Provisions:-**The Constitution of India has also provided safeguards for Minority Communities children (Art.-29, 30 & 337 etc.), Schedule Caste, Schedule Tribes children and children of other weaker section of society (Art.- 15(A), 17, 45, 46 & 350A etc.) for education. These articles developed for the educational opportunities among girls children of the society.

ii. **The Government initiatives:-**The Govt. of India has also planned and implemented different policy for education to all children including girls' child. Among them the Among them the following policies are remarkable:

(a) National Policy for children (1974)

(b) National Health Policy (1983)

(c) National Policy on Child Labour (1987):- In pursuance of this Policy, the NCLP Scheme was started in 1988 to rehabilitate child labour.

(d) National Policy on Education (1986) and its POA (1992)

(e) National Commission for Minorities (1992)

(f) National Nutritional Policy (1993)

(g) National Commission for other backward class (1993)

(h) National Commission for Schedule Caste (2004)

(i) National Commission for Schedule Tribe (2004)

(j) Prohibition of Child Marriage Act (2006)

(k) National Commission for Protection of Child Rights (2007) etc.

All these policies have a common goal to educate all children of the Society irrespective of their background like origin, age, race, ethnicity and physical or mental barrier etc. in the existing education system by developing inclusive learning environment.

**Emerging Trends:** - Inclusive schools are seen as an integral part of educational reforms globally. So, the trends of Inclusive Education have been changing from time to time. Recent trends in this field are:

- (i) Curriculum reforms;
- (ii) Curriculum adaptation (RCI recommended);
- (iii) Peer tutoring approach;
- (iv) Brain storming approach;
- (v) Cross disability approach;
- (vi) Use of ICT to popularize inclusion in education;
- (vii) Barrier free inclusive environment in every school;
- (viii) Individualized teaching;
- (ix) Co-operative and team teaching;
- (x) Vocationalization of education and
- (xi) Legal support etc.



## West Bengal: Present Scenario of School Education

### (a) Basic Information at a glance

Basic Information	Related Statistics	Remarks
Location©	It lies between 85°50 mins. & 89°50 mins. East Longitude and 21°38 mins. & 27°10 mins. North Latitude	A state in eastern India
Area©	88,752 sq. km	Occupies only 2.7% of India's total area; 13 <sup>th</sup> in terms of area among all states & union territory.
Population*	91,27,61,15	Fourth most Populous State in India supports 7.54% of India's Population.
Male Population*	46,80,90,27	
Female Population*	44,46,79,88	
SC Population*	18,452,555	~23% of total Population
ST Population*	4,406,794	~5.5% of total population
Population Growth*	13.84%	
Sex Ratio*	950	
Population Density*	1030	2nd highest among states
Total Literacy Rate*	76.26%	
Male Literacy Rate*	81.69%	
Female Literacy Rate*	70.54%	

Source: [https://en.wikipedia.org/wiki/Geography\\_of\\_West\\_Bengal](https://en.wikipedia.org/wiki/Geography_of_West_Bengal)

\*Source: [https://en.wikipedia.org/wiki/2011\\_Census\\_of\\_India](https://en.wikipedia.org/wiki/2011_Census_of_India)

### (b) School Information at a glance:-

Sl. No.	School Information	Related Statistics	
		I-VIII <sup>#</sup>	IX-XII <sup>®</sup>
(i)	Total Schools	95572	10027
(ii)	Total Govt. Schools	82444	-
(iii)	Total Private Schools	9725	-
(iv)	Ratio to Primary to Upper Pry./Sec. Schools	4.3	-
(v)	% of single teacher schools with Enrolment $\geq 15$	2.6%	-
(vi)	% of Enrolment in single teacher schools	1.0%	-
(vii)	% of schools with Enrolment $\leq 50$	32.6%	-
(viii)	% of schools with female teachers	75.0%	-
(ix)	Primary Sch./Sec. Per 1000 Child Population	10	-
(x)	U. Primary Sch./Sec. Per 1000 Child Population	4	-
(xi)	% of Schools have constituted SMC	52.6%	-
(xii)	% of schools exclusive for CWSN	-	0.20%
(xiii)	Ratio of U. Primary with Secondary and H.S.	-	6.35%
(xiv)	% of schools in rural & urban area	-	86.39% & 13.59%
(xv)	% of schools	-	Boys- 1.35%, Girls- 2.87% & Co.Ed- 95.77%

**(c)Infra-structure Information at a glance:-**

Sl. No.	Infra-structure Information	Related Statistics	
		I-VIII <sup>#</sup>	IX-XII <sup>®</sup>
(i)	Student Classroom ratio	30	68
(ii)	% of School with Drinking Water	97.9%	99.45%
(iii)	% of School with Boys Toilet (Govt. & Aided)	96.5%	97.66%
(iv)	% of School with Girls Toilet (Govt. & Aided)	86.9%	99.33%
(v)	% of School with Boundary Wall	43.1%	78.48%
(vi)	% of School required and have Ramp	90.2%	92.74%
(vii)	% of School having Electricity	57.0%	96.24%
(viii)	% of School having Computer facility	12.1%	68.67%
(ix)	% of School having both Electricity & Computer	10.8%	67.88%
(x)	% of Upper Pry. School/Sec. School have Computer Aided Learning (CAL) Lab. facility	20.4%	34.27%
(xi)	% of School have library facility	72.7%	-
(xii)	% of School have playground facility	38.4%	63.74%
(xiii)	% of School providing CMDM (Govt. & Aided)	97.5%	-
(xiv)	% of School with hand wash facility near toilets	49.6%	47.55%
(xv)	% of Govt. Schools received text books	98.3%	-
(xvi)	% of schools with Librarian	-	19.81%
(xvii)	% of schools with separate HM room	-	62.41%
(xviii)	% of schools with integrated science Lab.	-	22.11%
(xix)	% of schools having separate room for Laboratory	-	Phy- 35.17% Chem- 34.31% Bio Sc- 35.97% Comp- 35.91% Math- 2.97% Lang.- 2.39% Geo.- 12.6% Home Sc.- 7.6% Psycho.- 1.44%

**(d) Enrolment Information at a glance****(I) At elementary level:-**

Sl. No.	Enrolment Information <sup>#</sup>	Related Statistics
(i)	Total Enrolment in schools	13,01,51,07
(ii)	Total Enrolment in Govt. Schools	11,52,53,26
(iii)	Total Enrolment in private schools	963302
(iv)	% of Girls Enrolment (pry. level)	49.0%
(v)	% of Girls Enrolment (upper pry. level)	51.8%
(vi)	% ratio of Girls enrolment to boys primary	0.96%

(vii)	% ratio of Girls enrolment to boys upper primary	1.07%
(viii)	% of SC Enrolment (I-VIII)	27.6%
(ix)	% of ST Enrolment(I-VIII)	7.2%
(x)	% of OBC Enrolment (Pry. level)	10.8%
(xi)	% of OBC Enrolment(Upper Pry. level)	15.5%
(xii)	% of Muslim Enrolment (Pry. level)	34.5%
(xiii)	% of Muslim Enrolment (Upper Pry. level)	30.8%
(xiv)	Transition Rate(V-VI)	96.0%

**(II) At elementary, Secondary & Higher Secondary Level**

Sl. No.	Enrolment Information <sup>®</sup>	Elementary	Secondary	Higher Secondary
	% of girls enrolment by caste			
(i)	(a) General	50.57%	55.19%	50.85%
	(b) Schedule Caste	49.10%	51.32%	46.71%
	(c) Schedule Tribe	49.42%	50.79%	45.40%
	(d) Other Backward Class	50.32%	54.15%	48.75%
	(e) Muslim	51.59%	60.32%	54.22%
(ii)	Ratio of Girls to Boys Enrolment	1.00	1.16	0.97
(iii)	% of CWSN to total CWSN : 2014-15	86.91%	9.79%	3.30%
(iv)	GER (All) :2014-2015	102.64	78.17	49.95
(v)	GER (SC) :2014-2015	116.69	89.29	51.73
(vi)	GER (ST) :2014-2015	113.49	69.43	38.50
(vii)	NER : 2014-2015	94.28	46.36	31.71
(viii)	Transition Rate at Elementary to Secondary Level:2013-2014	92.58		

**(e) Teacher related Information at a glance**

Sl. No.	Teacher related Information <sup>®</sup>	Related Statistics
(i)	Pupil-Teacher Ratio :2014-15	
	(a) Pry. Level	25
	(b) U. Pry. Level	28
	(c) Secondary Level	37
	(d) H.S. Level	56
(ii)	% of professionally trained teacher to all teacher	47.75%

**(f) Number of covered CWSN under IEDSS scheme from 2009-10 to 2014-15\***

Place	2010-11	2011-12	2012-13	2013-14	2014-15
India	146292	138626	81207	170349	211393
W. B.	18419	11653	21473	24001	24001

**(g) Distribution of disabled by type of disability, sex & literacy status in W. B. -2011\***

Types of disability	Sex	Literate			Illiterate		
		Total	Rural	Urban	Total	Rural	Urban
In Seeing	Persons	254184	148027	106157	170289	129339	40950
In Seeing	Males	152514	92360	60154	70811	53310	17501
In Seeing	Females	101670	55667	46003	99478	76029	23449

In Hearing	Persons	193793	109745	84048	121399	90674	30725
In Hearing	Males	114251	67079	47172	51502	38426	13076
In Hearing	Females	79542	42666	36876	69897	52248	17649
In Speech	Persons	80205	43594	36611	67131	50704	16427
In Speech	Males	46902	26307	20595	34353	26112	8241
In Speech	Females	33303	17287	16016	32778	24592	8186
In Movement	Persons	198991	139255	59736	123954	99804	24150
In Movement	Males	140698	100584	40114	64244	51743	12501
In Movement	Females	58293	38671	19622	59710	48061	11649
M. Retardation	Persons	63571	38479	25092	72952	54047	18905
M. Retardation	Males	39057	24048	15009	37213	27427	9786
M. Retardation	Females	24514	14431	10083	35739	26620	9119
Mental Illness	Persons	35085	22676	12409	36430	27205	9225
Mental Illness	Males	22888	14975	7913	17857	13100	4757
Mental Illness	Females	12197	7701	4496	18573	14105	4468
Any Other	Persons	265319	160133	105186	137602	102594	35008
Any Other	Males	162154	100799	61355	66109	49662	16447
Any Other	Females	103165	59334	43831	71493	52932	18561
M. disability	Persons	65638	46528	19110	130863	106138	24725
M. disability	Males	42647	30950	11697	63981	51739	12242
M. disability	Females	22991	15578	7413	66882	54399	12483

#Source: Elementary Education in India: Progress towards UEE-Flash Statistics: 2005-06 to 2014-15, NUEPA & GoI, New Delhi.

®Source: School Education in India (Flash Statistics): U-DISE data: 2014-15, NUEPA & GoI, New Delhi

\*Source: [https://en.wikipedia.org/wiki/2011\\_Census\\_of\\_India](https://en.wikipedia.org/wiki/2011_Census_of_India)

The estimation of the given statistics clearly denotes that a large number of children are out of schooling system in West Bengal and majority of them are from socially disadvantaged and economically deprived communities. School infra-structure is also insufficient with respect to enrolment of students. There is enough room to take effective steps to increase overall class-transition rate and literacy rate also.

#### **Problems for total inclusion in School Education of West Bengal**

- (i) Universal enrolment is still a distant dream.
- (ii) The quality education in school is also beyond imagination.
- (iii) Lack of accountability of the implementing authorities.
- (iv) Indifferent attitude of the stakeholders of education towards total inclusion in education.
- (v) Lack of adequate infra-structure in school so that all children come and learn in a barrier-free environment.
- (vi) Lack of adequate numbers of teachers in many schools for class-transaction.
- (vii) The regular teachers are not equipped to cater diverse need of CWSN.
- (viii) Lack of proper teacher training for inclusive education i.e. 'training for plus curriculum'.
- (ix) Insufficient orientation of parents of CWSN.
- (x) Insufficient provision of remedial teaching inside classroom.
- (xi) The challenge of poverty for not fulfillment of total inclusion in Education.
- (xii) Overall coverage of in-service training remains poor. It is only 30.39% in 2014-15 (RMSA, India: 4<sup>th</sup> JRM, Aug., 2014).
- (xiii) Lack of support services and essential services ( NCF-2005)

### **Initiatives of West Bengal for Inclusion in School Education**

In this prevailing context of education the Govt. of West Bengal has taken many initiatives as per recommendations of NCF-2005, RTE ACT-2009 and under the purview SSM (2000) & RMSA (2009) scheme to include all types of CWSN in existing regular school for universal access to all children of 6-18 age groups. Quality School is evolved when best practices are followed in School. A few best practices are given below:-

- (i) **Adaptation of ‘Zero Rejection Policy’:-**The Govt. of West Bengal adopts ‘zero rejection policy’ in school under SSM scheme. This policy means that no CWSN should be deprived of the right to meaningful quality education irrespective of their kind, category and degree of disability in an environment, which is best suited to his/her learning needs. These include existing normal schools, special schools, AIE or even home-based education.
- (ii) **Engagement of Special Educators:** - For early detection and identification of differently able children, ‘special educators’ have been engaged in schools under SSM scheme.
- (iii) **Training Programme for employees:** - For capacity building among different level officers and staff (BRGs, DRGs, SRGs) training programme is scheduled on regular basis at office of the SCERT, WB and Administrative Training Institute, Salt Lake, West Bengal.
- (iv) **Training Programme for Teachers:-**For capacity building among teachers ‘State Resource Team-District Resource Team-School’ training system has been set up for reducing transmission loss. The focal points of training is the development of administrative skills, team building, teacher motivation, academic accountability, organizing skills to organize science fair, Art & Craft Exhibitions in the school to inculcate scientific temper and aesthetic sense among students, preparation of annual, half yearly and quarterly institutional plan and its implementation, formulation and implementation of lesson plan, initiation to promote innovative best practices among teachers, students, strategies for zero rejection policy and minimizing teacher absenteeism. It is also helpful to remove attitudinal barriers to adjust with the needs of the child.
- (v) **Support of Computer Based Learning:-**Computer Aided Learning (CAL) Programme, ICT@ School Project etc. has been formulated for capacity building of both teacher and students.
- (vi) **Importance on learners own experience:-**Science Exhibition, Students’ Study Tour, field trips etc. have given importance as emphasized in NCF-2005. The Govt. of West Bengal takes initiatives to provide financial support and necessary encouragement to all participants. Importance has been giving on learners own experience inside and outside of the four walls of the school.
- (vii) **Provision of remedial teaching:-**Bridge Course for under-achievers or CWSN in basic education has been carried out as remedial measure.
- (viii) **Provision of re-source room:-**Circle Resource Centre has been set up for the purpose of resource support services to all children specially CWSN in every Block/Municipality.
- (ix) **Evaluation System:-**Comprehensive Continuous Evaluation (CCE) system has been followed in each school.
- (x) **Publication of books:-**The Govt. of West Bengal has constituted ‘syllabus committee’ for recommending syllabus and publishing books as per guideline of National Curriculum Frame Work-2005. At present, this new syllabus committee published Bengali (First Language), English (Second Language), Mathematics and Bengali rapid books of all learners of class-VI to X and recommends syllabus along with Govt. Text Book No. to rest of the books i.e. History, Geography, Physical Science and Life Science.
- (xi) **Provision of inclusive environment:-**Adequate amount of fund has been released to build proper physical infra-structure in school i.e. ACR, separate toilet, drinking water facility, library, Laboratory etc. and minor repair. To build up inclusive environment in school, ramp, barrier-free toilet, easy access to drinking water etc. have been constructed.
- (xii) **GIS mapping:** - It has been completed in West Bengal. It has immense potential for planning, communication and participation fields of all stakeholders associated with education.

- (xiii) **Kasturba Gandhi Balika Vidyalaya (KGBV):** - The Govt. of West Bengal setup KGBV in every educationally back word block (EBB) in state for promotion of girls education of socially disadvantaged and economically back word family of the society.
- (xiv) **Kanyashree Prakalpa:-**The Chief Minister of West Bengal has launched this “Kanyashree Prakalpa” to prevent early-marriage and to avoid child labour of girl students in 2013. The Scheme has received considerable recognition from national and international level for its design and governance features.
- (xv) **Shikshashree Prakalpa:** - To provide quality assistance to SC/ST day-scholar students of Classes V to VIII, a single new scheme, “Sikshashree” scholarship (2014) scheme has been introduced by merging the existing schemes of Book Grant, Maintenance Grant and Other compulsory charges in West Bengal.
- (xvi) **State Incentive Scheme to girls:-** The Govt. of West Bengal Swami Vivekananda state Incentive Scheme to provide financial assistance to poor girls students of Class-IX-XII @INR5,00/- per month.
- (xvii) **Cooked Mid-Day Meal Programme (CMDMP):** West Bengal is a successful participant of the CMDMP (launched in 2001), the World’s largest school feeding Programme. Every day all school going students up to Class-VIII take CMDM in recess time. Reports indicate that CMDMP has an important role in increasing roll strength of schools as well as nutritional support to poor students. It has a marking contribution in socialization process of young children.
- (xviii) **Free bi-cycle distribution to learners:** -To increase enrolment as well as retention rate in school, Govt. of West Bengal has launched ‘Bi-cycle distribution programme’ to children of secondary and higher secondary schools.
- (xix) **Ma o Meye Mela:-**For increasing awareness among mother towards girls’ education, ‘Ma o Meye Mela’ has been launched for special focus districts under NPEGEL scheme.
- (xx) **Education to Employment (E2E) Project:-** It was taken up by Vikramshila Education Resource Society in association with the WBRMSA from April, 2012 to minimize the functional and behavioural skill between industry needs and educational input of children studying in Class-IX and X. (RMSA, West Bengal: Annual Plan:2014-2015).Guidance and Counselling sessions has been organized in schools for future career development and to manage stress of adolescent period

#### **A few suggestions to overcome barriers of ‘inclusion’ in West Bengal**

In addition to the above the following suggestions are proposed for total inclusion in school which in turn can ensure quality school education in the context of West Bengal:-

- (i) Curriculum adaptation is necessary to enable the CWSN to learn in inclusive settings.
- (ii) Capacity building of existing teachers & teacher educators by developing skill in the areas of co-operative learning, peer tutoring, adaptive curriculum etc.
- (iii) Constructing need based infra-structure in schools.
- (iv) Adopting need based instructional methodology.
- (v) Participation of primary stakeholders.
- (vi) Use of Assistive Devices (AD) and Special Therapies (ST) in School.
- (vii) Development of Adaptive Skills (AS) for CWSN.
- (viii) Individualized Education Programme (IEP) in proper way. We should have to learn the strength of child not his/her limitations ( NCF-2005:84)
- (ix) Use of appropriate and affordable technology should be promoted to help CWSN.
- (x) Flexible Evaluation system should be provided.
- (xi) Collaboration among parents-teacher-administrator-voluntary organization.
- (xii) Sufficient funding is required for effective implementation.
- (xiii) Attitude of the teacher as well as management staff need to be changed in order to cope with the challenge of twenty first century. Commitment and accountability of all stakeholders should be enhanced to accept the emerging trends of education.
- (xiv) Monitoring and supervision System should be rejuvenated to ensure quality education. Persons with sufficient experience of academic field as well as administrative field should be appointed for this purpose.

## **Conclusion**

Total inclusion in education is the only viable option to bring all children in schools which in turn give them the best opportunities to develop and improve the quality of their lives. Every child is unique and he/she learns at his/her own pace. The abilities of children are also quite diverse. So, diversity is common in class room situation. Any problem social, physical or mental will manifest itself as difficulty of learning. To minimize this difficulty we, parent, teacher, learner, administrator, Govt. policy maker, voluntary organization-all have to work together taking holistic approach so that all children from diverse socio-economic and cultural backgrounds get opportunity to learn in existing regular schools in inclusive environment. Besides, need for a change in existing social attitudes and practices towards the deprived sections of society is required to have equitable education, which is considered a necessary pre-condition for educational equity and inclusive society.

## **References**

- Equitable and inclusive quality education and lifelong learning for all by 2030. WEF-2015, Incheon, Republic of Korea: UNESCO
- Delors, Jacques et al. 1996. Learning: The Treasure Within. Paris: UNESCO
- Skrtic, T.M., W. Sailor and K. Gee. 1996. Voice. Collaboration and inclusion. Remedial and Special Education. 17 (3), 142-157
- Dewey, J. 1996. Democracy and Education. New York: Macmillan.
- Turner, C.S.V. and K.S. Louis. 1996. "Society's response to differences: A sociological perspective". Remedial and Special Education, 17(3)134-141.
- Kugelmass, J. 2004. What is the culture of inclusion? EENET- Enabling Education. Issue 8, June 2004.
- Roach, V. 1991. Special Education: new questions in an era of reform. The state Board Connection 11(6), 1-7.
- Fisher, D.C. Sax. K. Rodifer and I. Pumpian. 1999. "Teachers' perspectives of curriculum and climate changes: benefits of inclusive education", Journal for a Just and Caring Education, 5(3). 256-268.
- Mongal, S. K. 2012. Educating Exceptional children: An introduction to special education (fourth edition). PHI Learning Private Limited, New Delhi.
- Carrington, S. 1999. "Inclusion needs a different school culture". International Journal of Inclusive Education. 3(3). 257-268.
- Adams, D. 1993. Defining educational quality. Improving Educational Quality Project Publication #1: Biennial Report, Arlington, VA: Institute for International Research.
- World Bank. 1995. Priorities and Strategies for Education. The World Bank. Washington D.C.
- Morgatroyd, S. And C, Morgan. 1994. Total Quality Management and the School. Open University Press, OECD. Buckingham/Philadelphia.
- ETUCE. (2002). Quality in Education: Presentation of ETUCE's work 1995-2001: Brussels: ETUCE.
- Elementary Education in India: Progress towards UEE-Flash Statistics: 2005-06 to 2014-15, NUEPA & GoI, New Delhi.
- School Education in India (Flash Statistics): U-DISE data: 2014-15, NUEPA & GoI, New Delhi.
- Dash, N. (2006). Inclusive education, Atlantic publishers (P) Ltd. New Delhi.
- Central Advisory Board of Education (1944). Post-war educational development in India. New Delhi: Ministry of Education.
- Basu, D.D. (1994) Introduction to the Constitution of India. New Delhi: Prentice-Hall of India Private Ltd.
- National Curriculum Framework. (2005). NCERT. New Delhi. Retrieved from [www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf)
- Department of School Education and Literacy (2014). Fourth Joint Review Mission of RMSA in 2014.

## **A CASE STUDY ON IDENTIFICATION OF DYSLEXIA AND CHALLENGES OF THEIR INCLUSION IN PRIMARY SCHOOL**

---

Somenath Roy, Principal, DIET, Nadia, (WB) / e-mail: [somenathroy@yahoo.co.in](mailto:somenathroy@yahoo.co.in)  
Subimol Sardar, Assistant Teacher, Tiabali Nutanpara Primary School, Nadia (WB)

### **Abstract**

*Dyslexia is a language-based learning disability. It refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words. The identification of dyslexic students is really a difficult task for the teacher as different studies have revealed that problems related to comprehension is a very common problem to a good number of the primary children. The degree of difficulty of a child with dyslexia has with reading, spelling, and/or speaking and varies from person to person due to inherited differences in brain development, as well as the type of teaching the person receives. Their brain is normal, often they seem to be "intelligent," but with strengths in areas other than the language area. Due to lack of training, the teachers generally are unable to identify them from other slow learners. As the dyslexia is not a disease, so it is not curable. The dyslexic students are not treated as CWSN & hence their problems are neither known nor addressed properly. The result is that they fail to cope up with the teaching learning situation in school and hence become very much vulnerable. This case study was conducted on four dyslexic students of a primary school of Nadia, WB and it has been revealed that for a caring teacher it is possible to identify dyslexia as well as to create an inclusive ambience for them. As different studies in developed countries has shown that 5-10% of total population of students is dyslexic, it is of immediate need to conduct studies on them in our states also & to take necessary steps for creating awareness of the teachers about the different teaching strategies need to be taken for inclusion of dyslexic students into the mainstream otherwise these hapless children would face the tragic end of being dropped out in tender ages.*

---

### **Introduction**

Different international studies have revealed that nearly 5-10% of the population are dyslexic, 4% severely so (Hodge, P.L., 2000; Dyslexia, 2016). Many of the dyslexic students are unable to fulfill their potential as a large percentage of the population, including the teachers & parents still do not understand what dyslexia is, what are their zone of difficulties and most important is how best to support them. The dyslexia is not an obvious difficulty, it is hidden. Dyslexia is not a disease, and thus medication will not cure a person with dyslexic (What is dyslexia, 2016). Rather, dyslexia is the result of a different style of thinking and learning, and is best addressed through educational counseling or tutoring (Dyslexia in the Classroom, 2013). Dyslexia is a learning difficulty that primarily affects the skills involved in accurate & fluent word reading & spelling. Dyslexia is a specific learning disability that is neurological in origin (Debunking the Myths about Dyslexia, 2016). It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. It occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category and there are no clear cut off points. Co-occurring difficulties may be seen in aspect of language, motor co-ordination, mental calculation, concentration & personal organization but these are not by themselves markers of dyslexia. While dyslexia is a lifelong learning disability, early, intensive & systemic intervention can help a student to develop & also minimize the negative effects a dyslexic child can have, such as low self- esteem & poor self concept as a learner.

#### **Significance of the Problem:**

As no study on dyslexic children is readily available, keeping parity with the international studies we may well assume that more or less 5-10% children of the primary schools might also be dyslexic in the primary schools in our country too. This figure is alarming enough as these students are generally labeled as "slow learners", because the reading disability is a very common problem of the children of Govt. aided primary schools and therefore the teachers are quite ignorant in regard to the learning disability and disorder of the dyslexic students. Naturally, these children are not identified by the teachers & no proper steps are taken in schools to address their needs. It is worth



mentioning that as most of them are from very poor socio economic background, they also don't get minimum support & help from parents. These children are not categorized under CWSN category & virtually get lost from the teaching learning process after few years as they are highly resistance to conventional teaching method. Its effect could be mitigated & they could be brought to the mainstream by appropriately specific intervention, including the application of information technology & supportive counseling from the end of the teachers (Dyslexia in the Classroom: What every teacher needs to know. 2013; How a Teacher can help a Dyslexic Student Learn Effectively in the Classroom. 2010).

Features of Dyslexic Children:

Studies have shown that the dyslexia is not a disease & hence not curable (Nordqvist, C. 2015). It is difficult to detect the affected children before 6 yrs of age (Seligman, M., Darling, R.B. 2008). However, these children face some learning disorder & their common problem areas are as summarized under:-

- Difficulties in learning to speak, learning letters and their sounds.
- Organizing written and spoken language.
- Recognizing the letters & Spelling of words. Writing mirror image of alphabets & digits and showing problems with spatial alignments.
- Writing of alphabets & numbers.
- Remembering simple sequences such as counting to 20, naming the days of the week, or reciting the alphabet.
- Seems to "Zone out" or daydream often; gets lost easily or loses track of time.
- Following the Rhythm of the song or rhyme.

Needless to say that the degree of difficulty is not uniform and depends on the degree of dyslexia of the particular child & his / her socio economic background. These problems are too common in govt. or govt. aided Primary Schools and so their cases are not identified / categorized either by the parents or by the teachers. The teachers are not aware of their learning disorder and also are ignorant about the teaching methodology. Due to poor socio economic background, these manifestations become more complex in nature; they are found to shout and misbehave. Just want to sit there don't want to do nothing, Stubborn, Chew pen, Bite nails, Isolated, alienated, Often laughing stock, Slow, frustrated and naturally these students are usually labeled as *slow, inattentive, lazy, dumb, crossboth* in home and school also and are destined to be dropped off school.

### **Causes of dyslexia**

It is found from studies that dyslexia is the late or abnormal development of literacy skill caused by the neurological differences. Compared to the average person, information process is organized differently in dyslexic individuals. Research suggests that there is high level of hereditary susceptibility for the child to be dyslexic (Gyarmathy, E., 2012).

It is also strongly viewed that the early born children with low weight or children with illness or prior experience of accident or trauma might have impact upon brain development of the child who may acquire dyslexia.

Dyslexia may be also due to differences in brain dominance too. Generally, the left hemisphere of the brain helps for specializing in verbal & numerical information for processing sequentially in a linear order and thus helps human to be capable of cataloguing & analyzing information logically. The right hemisphere is responsible for intuitive, creative & deals primary with non verbal part of the brain. For effective & efficient functioning, both kinds of manipulation are equally necessary. Studies reveal that the right hemisphere plays much more dominant role for dyslexic children and they think in pictures instead of words. They have non-verbal thoughts, which are thinking in pictures, where the picture grows as the thought process adds more concepts. Therefore, it's much faster, possibly thousands of times faster (a picture is worth a thousand words).

It is also suggested that people with dyslexia face problem in reading & writing because of 'phonological processing impairment.' Humans have the ability to understand spoken language; it is something the brain acquires easily and naturally from a very early age. That is why during very early childhood (3 years) we can utter and understand relatively complicated sentences. Most of us do have natural ability to acquire language and so when we listen to verbal communication, we do not consciously register that words are made up of phonemes, we only hear the word itself.

Phonemes are the smallest units of sound that words are made of. For example, when we hear the word "Crocodile," we hear it as a whole; we do not need to break it down into the phonemes - "cro" "co" "dile," then put them together again in order to make sense of it. This is the case only when we learn to utter and hear speech, not when we are learning to read and write. When we learn how to read or write, we need to be able to initially recognize the letters that make up a word and then use them to identify the phonemes, and put them together to make sense of the word - this is called phonological processing. Experts say that people with dyslexia have problems with phonological processing (Debunking the Myths about Dyslexia. 2016).

### **About the Study**

The co writer of this paper noticed different learning problems & behavioral differences of four (no.4) children & identified them as dyslexic students in his school after consultation with all the teaching staff & the special educator of his area. The details of these children are given as under:

Puja Hawlader, a student of class 4 from SC community is still confronting with reading & writing of Bengali alphabets & words. She is otherwise intelligent & tries her best to come forward in all other activities. Her parents are illiterate; father being a brick field worker & the mother even can't speak out properly when called by the teachers. She seems to be little bit aggressive in nature as she always tries to be forerunner in all affairs eg. She would stand first in the queue for Mid day meal & at the prayer line also. But she can't follow the rhythm of National song with the others. Niranjana Hawladar, younger brother of Puja & a student of class 1 also exhibits similar manifestations, he can't recognize Bengali alphabets. Niranjana is extremely restless by nature and cannot concentrate on study. He cannot recall the days of the week or the rhymes of the text book in spite of repeated drilling. He always seeks the assistance of teacher for performing the task. He is in the habit of using filthy languages learnt from his surroundings with his mates but by nature is very obedient to the teachers. The teachers now have the opinion that these children might have inherited this learning disorder from their family because now they can recollect that their other two elder brothers & sisters Akash and Shukla were students of this school & also had similar disability like them during their school days. Rakhi Mal, an SC girl student of class 1, is also struggling to be accommodated in the teaching learning process of the school. Her parents are too illiterate & indifferent about her. When she was asked by the teacher about her father's profession, she answered with utter disgrace that he is a hooch seller. She is rather irregular in school; seems to be always in stress and anxiety and is always scared. She makes similar mistakes everyday in recognizing Bengali alphabets & numbers in spite of rigorous practice also. She has very little patience and cannot recall numbers sequentially. Arpita Mallick, a student of class 1 also exhibits some symptom of dyslexia. She is very timid but gentle in nature. She finds much difficulty in writing the alphabets & numbers; very often she writes mirror image of the letters & digits and is confronted with spatial alignments while writing those and is a slow learner. She cannot recollect and follow the rhymes instead of repeated practices.

After close observation & discussion among themselves, the teachers took advice of the special educator and came to the conclusion that these children might be dyslexic & they adopted a different teaching learning strategy after discussion with the Principal, DIET, Nadia.



### Academic Intervention

Initiatives were taken to apprise the guardians about the learning disability of their wards & the help and assistance these children should get from the parents. Unfortunately the guardians were not responsive due to extremely poor socio economic background. The teachers sat together and adopted the following convergent teaching learning approach to these children:-

- a) More personal attention to be given to them & every teacher has to maintain a personal touch & relationship with them.
- b) For promoting multi-sensory approach to teaching, mid meal thalis can be used regularly as the sand trays so that the children may be able to acquire writing skill of words, letters & numbers.
- c) The peer learning is to be encouraged where the other students are to be encouraged to be accommodative to them.
- d) Intentionally colour chalks are to be used on the blackboard to mark the differences of shapes & formation of alphabets, letters & numbers also.
- e) Stresses need to be taken to incorporate fun activities as games & other creative activities with an aim to help them to be more involved in learning process.
- f) Line & graph paper to be used for writing or doing mathematics.
- g) Moreover both the analog & digital watches would be kept together to help them to learn mathematical digits & computing time.
- h) Yellow transparent papers are to be used for laying over the words in the page while they were reading as it would help them to stay focussed on the limited portion only and may not be distracted on seeing the large content.

- i) Loud reading are not at all helpful to dyslexic students & simply adds to further embarrassment to them & hence this strategy should not be accepted anymore for them.
- j) As they are having short term memory, emphasis should be on repetitions of instructions, keywords & concept. Moreover short breaks are to be introduced for them as it was found that they cannot concentrate for longer period.
- k) From literature it was found that these students think in wholes: spelling whole words, thinking in whole words, listening to whole assignments etc. So teachers decided to take appropriate this strategy of concept mapping in classroom.



### Major Findings

- a) The intervention period was very less like two months or so. As the cases were detected in the month of July-August'15 and the school was closed for a month from mid of October onwards due to Puja vacation.
- b) However, the teachers found a strong positive result as, in general, the children have shown remarkable progress as they have been found to be participating more in teaching learning situation except the student naming Rakhi Mal. She seems to be lagging and yet to respond to the situation like the others. And this is due to her extremely poor state of affairs & much complex family situation.
- c) The other children are responding well. They have shown much more behavioral changes- Both Puja & Niranjana Hawlader has come forward spontaneously, have shown improvement while standing in the queue, using of toilet and playing with mates. In academic also she has found interest while writing on sand tray, storytelling classes, reading through yellow coloured transparent cellophane paper.
- d) Arpita Malkick has also responded & has proved that she can improve if engaged regularly in meaningful exercises as mentioned above.

### Conclusion

- a) Studies of abroad have suggested that about 5% of the population are severely dyslexic and 10% of people show some dyslexic tendencies (Savage, S. 2005). In our country therefore proper study should be conducted immediately in order to assess the quantum of affected school children as it could be apprehended that dyslexic children of govt. aided schools are vulnerable & might constitute a good numbers of the drop outs. They of course need special help during their school careers.

- b) The study period was very insufficient due to closure of the school for puja vacation, term end examination & hence more time would be needed for conducting this study in more comprehensive way. However, it has been noticed strongly they can respond well if proper pedagogical intervention is adopted for short period of time.
- c) Since dyslexia is not a disease and hence not curable. These children demand special need and hence should be earmarked as CWSN ie. Children with Special Need.
- d) The teachers and the special educators should be given proper training for identification of dyslexic children & intervention strategy for creating inclusive classroom ambience for the mas dyslexic children are highly resistance and do not respond to conventional teaching. The teaching strategy would also be very much helpful & beneficial for all the slow learners who constitute a major chunk of the population.

## References

- Hodge, P.L. (2000). A Dyslexic Child in the Classroom. Retrieved January 26, 2016 from Davis Dyslexia Association International, Dyslexia the Gift Web site:  
<http://www.dyslexia.com/library/classroom.htm>.
- Dyslexia in the Classroom: What every teacher needs to know. (2013). Retrieved January 26, 2016, from website, [http://www.dyslexiahawaii.org/images/ uploads/Dyslexia-in-the-Classroom.pdf](http://www.dyslexiahawaii.org/images/uploads/Dyslexia-in-the-Classroom.pdf).
- How a Teacher can help a Dyslexic Student Learn Effectively in the Classroom. (2010, September 25). Retrieved January 26, 2016, from website, <https://dyslexiavictoria.wordpress.com/2010/09/25/how-a-teacher-can-help-a-dyslexic-student-learn-effectively-in-the-classroom>.
- Gyarmathy, E. (2012) Causes of dyslexia. Retrieved January 26, 2016, from website, <http://www.diszlexia.hu/VETOenglish/Causes%20of%20dyslexia.pdf>
- Nordqvist, C. (2015, November 19). Dyslexia: Causes, Symptoms and Treatments, Retrieved January 26, 2016, from website [http://www.medicalnewstoday.com/articles/186787.php?page=2#what\\_causes\\_dyslexia](http://www.medicalnewstoday.com/articles/186787.php?page=2#what_causes_dyslexia).
- Debunking the Myths about Dyslexia. (2016). Retrieved January 26, 2016, from website <http://dyslexiahelp.umich.edu/dyslexics/learn-about-dyslexia/what-is-dyslexia/debunking-common-myths-about-dyslexia>.
- Gerz, A. Donald (2016). A Manual for Academic Writing in MLA Format, Retrieved January 26, 2016, from website [www.orgsites.com/ga/donald-gerz-literary-academic-works/Tutorials.doc](http://www.orgsites.com/ga/donald-gerz-literary-academic-works/Tutorials.doc).
- Donald, Gerz, A. (2004, May 21). Language-Based Learning Disorders and Language Development: Surmounting the "Insurmountable".
- What is dyslexia. (2016). Retrieved January 26, 2016, from website [www.pathwaydys.com/what-is-dyslexia](http://www.pathwaydys.com/what-is-dyslexia).
- Savage, S. (2005, September 5). British teacher sparks row on dyslexia. Retrieved January 26, 2016, from website [http://www.redorbit.com/news/health/228589/british\\_teacher\\_sparks\\_row\\_on\\_dyslexia/](http://www.redorbit.com/news/health/228589/british_teacher_sparks_row_on_dyslexia/)
- Seligman, M., Darling, R.B. (2008, November 22). Ordinary families, special children: A systems approach to childhood disability.
- Dyslexia, (2016). Retrieved January 26, 2016, from website, [www.beaconmedia.com.au/bm/images/docs/dyslexia.doc](http://www.beaconmedia.com.au/bm/images/docs/dyslexia.doc)
- Perry, M. (2005). Dyslexia Does Not Hold Her Back. Retrieved January 26, 2016, from website, <http://gerthe.blogspot.tw/2005/05/dyslexia-does-not-hold-her-back.html> Retrieved 01/26/2016 from website, <http://www.orgsites.com>

## PERCEPTIONS OF STAKEHOLDERS ABOUT BENEFITS AND LOSS OF INCLUSIVE EDUCATION AT ELEMENTARY SCHOOL LEVEL

---

Dr. Sarat Kumar Rout  
Lecturer, Department of Education  
Ravenshaw University, Cuttack

Kulamani Sahoo  
Research Scholar Department of Education  
Ravenshaw University, Cuttack

### Abstract

*The success of inclusive education practice to a large extent depends on the teacher, student and parents' positive attitude and acceptance to children with special needs. Their positive attitude and acceptance are important as these are indicators of their willingness and adjustment with children with special needs. The purpose of this study is to explore the stakeholders' perception about benefits and loss of inclusive education practice at elementary level. The informants were 15 teachers, 23 students with special needs and 23 normal students from Class V to VIII of the respective school and 46 parents of corresponding children with special needs as well as normal children of the government elementary schools of Sadar Block, Balasore. With the help of perception scale, interview schedule and Focus Group Discussion (FGD), the investigator gleaned data from the teacher, student and parents about the benefits and loss of inclusion of children with special needs in mainstream school at elementary level. The data were analyzed by using descriptive statistics such as frequency, percentage, mean and standard deviation. The main findings of the study reveal that overall teachers, students and parents' have positive perception about inclusive education. A high per cent of teachers perceived that inclusion practice at elementary school level provides opportunity for social interaction, building confidence and peer relationship and support. However, findings also show that a high majority of teachers stated that they were not competent enough to teach the students with special needs in normal classroom set up. The interaction with the disable students revealed that life in normal school was characterized with frustration, isolation, fear and ridicule. The study also found that parents of students with special needs had mixed opinion about inclusive practice. Some parents stated that inclusive practice is enhancing social values. On the other hand, some parents also remarked that their wards are not getting proper attention as well as teacher of general schools have not required competencies and skills to teach and work with their children. The findings of the study have implications to the school administrators such as DEO, BEO and CRCCs; teachers other who are directly or indirectly involved in the education of the students at elementary school level.*

**Key Words:** Perception, Inclusive Education and Students with Special Needs

---

### Introduction

Inclusion is a new way of thinking about specialised education. The shift from special education to inclusive education signals a dramatic philosophical change. Inclusive education implies acceptance of differences and making room for persons who would otherwise be excluded. This practice of educating children who have disabilities together with their non-disabled peers means creating learning communities that appreciate and respond to the diverse need of its members (Engelbrecht, Kriegler & Booyesen, 1996). The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The idea of inclusion is further supported by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. In India, Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC) was launched by government of India in the 1970's. It aimed at integrating students with special needs in regular schools. The most important characteristic of this scheme was the liaison between special schools and regular schools. In the year 1987 National Council of Educational Research and Training (NCERT) with UNICEF launched the project Integrated Education for Disabled Children (IED) which was an important step towards including students with special needs in conventional schools. NCERT in the year 2000 has given special importance to inclusive schools for all students without any reference to pupils with disabilities. This is being supported by the project like Sarva Siksha Aviyan (SSA) taken by the Department of Elementary Education in 2000. Most of the disabled children of India are out of school. About 10 percent of India's population is disabled and only 2 percent of India's 98 million disabled can have access to professional help. In Odisha, disabled constitute 0.5 percent of total

population. 1, 15,714 CWSN children enrolled out of 1, 23,101 identified in Odisha. Now, question arises how can we educate these disabled children with offering appropriate social justice and social status? The answer is practicing inclusive education. The Right to Education Act reflects the need for inclusion. As far as the field of education of children with special needs, inclusive education is a recent development. Inclusion remains a controversial concept in education because it relates to education and social values, as well as to our sense of individual worth. But to make 'EFA' and 'RTE' a success, inclusive schooling is very significant. Inclusive education allows the inclusion with regular children and children with special needs by placing them together in mainstream classes, to be taught and instructed by mainstream teachers. It is considered a way to create an environment that can give all children access to education.

### **Literature Review**

**D'Alonzo, Giordano, and Cross (1995)** reviewed teachers cited the advantages and disadvantages of inclusion. The teachers felt that one advantage would be a greater level of acceptance and understanding for those with disabilities. They also believed that with adequate supports these students could realize academic success. The instructional strategies used by teachers in traditional settings might not be effective and the teachers noted that many programs lacked adequate funding and the staffs were not properly trained to work with students with disabilities. **The study conducted by Kochhar, West, and Taymans (2000)** found that students with disabilities benefit because inclusion facilitates more appropriate social behaviour because of higher expectations in general education classroom; offer a wide circle of support, including social support from classmate without disabilities; and improves the ability of students and teachers to adapt to different teaching and learning styles. The authors further contend that general education students also benefit from inclusion as inclusion leads greater acceptance of students with disabilities, facilitates understanding that students with disabilities are not always easily identified, and promotes better understanding of the similarities among students without and with disabilities. **Fisher & Meyer, (2002)** in their research revealed that some teachers in inclusive classrooms recognized the positive social benefits for both special and general education students and students with disabilities would master a greater amount of general curriculum content if the general education teachers had more direct input into the instructional methods used with and content taught to special needs students. **Turnbull, Winton, Blacher, & Salkind (1983)** conveyed that parents indicated the greatest benefits of mainstreaming were social outcomes for children whereas the greatest drawbacks were related to meeting the instructional needs of all the children. **Leyser and Kirk (2004)** in their stated that parents expressed concern about possible isolation socially because their children are different from the general education students. The parents also worried that their children would not receive as much instruction in the general education classroom as they would with more individualized instruction in a special education classroom. **Peck, Staub, Gallucci, and Schwartz (2004)** found that the parents who were not supportive expressed concerns in two areas: (a) the perception that the teacher focused more on the children with disabilities than on the children without disabilities, and (b) behavioural disruptions by the children with disabilities. **Downing and Peckham Hardin (2007)** found that the parents reported that their students were "happier, more independent and more motivated to go to school and participate in class" when included in the general education classroom.

### **Rationale of the Study**

Today, societies have become concerned about ensuring the educational rights of all children, regardless of the degrees of disabilities. As a result, the inclusion of students with disabilities into the regular educational settings has become the concerns of educators, governments, and society at large (Tesfay, 2005). Perception of parents, teachers and students has been regarded as major factors guaranteeing the success of inclusive education for students with special needs. It is important to examine the perception of parents, teachers and students as their perceptions may influence their behaviour towards, and acceptance of students (Sideridis & Chandler, 1996; Van Reusen et al, 2001; Hammond & Ingalls, 2003). The success of an inclusionary programme may be at risk if the stakeholders have negative perceptions regarding the inclusion of students with disabilities (Horne, 1983; Van Reusen et al, 2001). Although the perception of parents, teachers and students towards inclusion is a widely researched topic of many countries, the available evidence is not consistent and evidence from the state of Odisha in India is scarce. Hence, the investigator was keenly interested to

study on the perception of stakeholders (parents, teachers and students) in this region towards inclusion of children with special needs at elementary school level.

### Research Question

The purpose of the study was to help the school administrative personnel about the benefits and loss of placing the varying disabilities in single classroom. Thus, the guiding research question of the study was what are perceptions stakeholders about the benefits and loss of inclusive education practice at elementary school level?

### Methodology of the Study

**Design:** In the present study, the investigator collected both quantitative and qualitative data from parents, teachers and children in single phase. The two data base was compared to determine if there is convergence and difference. Thus, keeping in view the requirements of the study, the investigator used *Convergent Parallel Design* of mixed method strategy.

**Population and Sample:** The population of the present study consisted of the entire elementary schools of Balasore district of Odisha. In the present study, the investigator purposively selected three elementary schools of Sadar Block, Balasore as research site. From three elementary school, 15 teachers, 23 children with special needs and equal number of corresponding normal children (23) from Class V to VIII of the respective school included as sample of the study. Further, all the parents (46) of sampled CWSN and normal children from Class V to VIII of the respective schools were also included in the sample.

**Tools and techniques used:** The researcher used the following tools for collection of required information:

(a) **Perception Scale:** A five point Likert type perception scale was developed by the researchers which comprised 16 statements to know the perception of teachers about the benefits and problems of inclusion of CWSN at elementary school level.

(b) **Interview schedule:** The investigator developed a semi-structure interviews schedule for collection of date from parents of both normal and CWSN about the benefits and loss of inclusion of CWSN with normal children.

(c) **Focus-group discussion (FGD):** In this study, the investigator conducted Focus-Group Discussion (FGD) with both normal children and CWSN to study the perception of children about benefit and loss due to inclusion of children with special needs with normal children at elementary school level.

### Major Findings

#### Perception of teachers about benefits of inclusion

Teachers rated their perception towards the benefits of inclusive education at elementary school level with the statements by using a five-point Likert-type scale (5 indicating “Strongly Agree”, 4 indicating “Agree”, 3 indicating “Neutral”, 2 indicating “Disagree”, and 1 indicating “Strong Disagree”).

**Table-1.Perception of teachers about benefits of inclusion**

Statements	Mean	S.D	% of “Agree (4)”+ “Strongly Agree (5)”
Normal student provide appropriate classroom behavior and social behavior in inclusive classroom.	3.80	.81	63
Inclusion facilitates communication, social and adoptive behavior.	3.94	.78	53
Inclusion provides opportunity to disable learners to make new friend and to share new experiences.	3.94	.86	76
Inclusion enhances students with disability’s self respect and self-esteem.	2.70	1.29	36
Inclusive classroom enhances the academic performances and achievement level of disable learners.	2.93	1.29	43
Inclusion allows students to be more accepting differences among them.	3.51	.84	54



Inclusion develops sensitivity and empathetic skills among normal students.	3.71	.81	60
Inclusion develops important skills, among normal students like leadership, mentoring, and tutoring.	2.85	1.31	40
Inclusion creates an awareness and appreciation of individual differences in all students.	2.74	1.34	32
Inclusion allow them to learn new teaching technique that can help all their students.	2.22	1.22	18

Means and standard deviations, and total percentages of teachers who marked their perception about the benefits of inclusive education as “Agree” or “Strongly Agree” are provided in Table-1. The results of the Table 1 shows that highest majority of teachers (76 %, M=3.94) perceived that ‘Inclusion provides opportunity to disable learners to make new friends and to share new experiences’ followed by ‘Normal student provide appropriate classroom behavior and social behavior in inclusive classroom’ (53 %, M=3.94) and ‘Normal student provide appropriate classroom behavior and social behavior in inclusive classroom’ (63 %, M=3.80). On the contrary ‘Inclusion allow them to learn new teaching technique that can help all their students’ (18 %, M=2.22), ‘Inclusion enhances students with disability’s self respect and self-esteem’ (36 %, M=2.70) and ‘Inclusion creates an awareness and appreciation of individual differences in all students’ (32 %, M=2.74) were perceived as lowest benefits of inclusive education.

#### **Perception of teachers about problems of inclusion**

Means and standard deviations, and total percentages of teachers who marked their perception about the problems of inclusive education as “Agree” or “Strongly Agree” are provided in Table-2. The results of the Table 2 shows that highest majority of teachers perceived that ‘Inclusion encourages more socialization than the academic part of the education’ (72%, M=3.86), ‘Some students with disability need special education classroom to get maximum benefit of their disability’ (70 %, M=3.83) and ‘Sometimes students with disability leave the regular education with low self esteem and low self concept’ (68%, M=3.72). On the other hand, ‘Inclusive classroom creates jealousy and bitterness among normal students towards their disable peers (43 %, M=2.87) and ‘Lack of training and support do not permit us to organize class that best fit to both normal and disable learners’ (43 %, M=2.93) were marked as the list problems of inclusive education.

**Table-2. Perception of teachers about problems of inclusion**

Statements	Mean	S.D	% of “Strongly Agree (5)” “Agree (4)”
Inclusion encourages more socialization than the academic part of the education.	3.86	.79	72
Some students with disability need special education classroom to get maximum benefit of their disability.	3.83	.81	70
Sometimes students with disability leave the regular education with low self esteem and low self concept	3.72	.71	68
The placement of students with special needs in regular classes negatively affects the academic performance of mainstream students.	3.87	.85	62
Inclusive classroom creates jealousy and bitterness among normal students towards their disable.	2.87	1.31	43
Lack of training and support do not permit us to organize class that best fit to both normal and disable learners.	2.93	1.29	43

#### **Perception of normal students about benefits and problems of inclusion**

The information gleaned from the normal students about the benefits and problems of inclusion have been presented below:

All normal students unequivocally reported that inclusion provided the opportunity of higher degrees of friendship and advocacy as well as lower degrees of abuse, towards students with

disabilities in inclusive settings. Due to inclusion they have been getting more opportunity to be familiar with problems of their peers. One student specifically remarked that “Taking the responsibility of my friend is giving me great self satisfaction”. On the other hand very few students commonly agreed that teachers were taking lot of time to explain the concept in inclusive classroom.

#### **Perception of students with special needs about benefits and problems of inclusion**

The information gleaned from students with special needs about the benefits and problems of inclusion have been presented below:

Most of the students with special needs consensus they were getting all sorts of cooperation and sympathy from their classmates. The environment was very encouraging for greater academic success. At school, they were feeling like they learned more, made more friends and had higher levels of self-concept, including self-efficacy and self-esteem. On the contrary,

Student-X, stated that “I am one of the last to be chosen for groups or teams at school for any activity of play”

Student-Y reported that “I sometimes spend recess by sitting idly myself because my peers do not play with me”.

#### **Perception of parents of normal students about benefits and problems of inclusion**

The information obtained from the parents of normal students reported some common benefits and problems of inclusion as mentioned below:

Coming in contact with special needs learner, their wards had developed tolerance of others and understood the differences between all people. This practice certainly developed compassion and sensitivity of their children towards children with special needs.

Mr. and Mrs. Dash stated that “getting exposure to others with disabilities has made their child more compassionate, sympathetic, and grateful”.

Mr. Nayak said “By working alongside children with special needs that they really understand how to treat others with significant differences”.

On the other hand few parents of normal students commonly stated that inclusive classroom may encourage possibility of disruptions and lack of teacher attention. Parents felt that having students with special needs in their child’s class could possibly take away the time a teacher.

#### **Perception of parents of students with special needs about benefits and problems of inclusion**

All agreed that the inclusive classroom was a great place for students with special needs to be educated. However, they felt that they should be educated there only if they are capable. They would not want a student with disabilities to be a “hindrance” to the teacher or the students. Further, these parents believed their child would benefit more from social interactions in co-curricular activities rather than the classroom teaching.

Mr. Samal said that my son is now attending school with diverse population of people. Now he is very happy. For me, inclusion is very important.

Mrs. Parida appreciated that her son is able to meet different children and learn alongside classmates his own age and village.

However some common problems as perceived by the parents of students with special needs were listed below:

All the parents of students with special needs commonly highlighted that the teachers are not trained adequately to teach the children with special needs, all the places of neighborhood schools were not barrier free. Further, situation became worse due to lack of transport facilities.

Mr. Samal said that my son need more time to learn or to write his class work. But teachers do not give extra time; rather they are rebuked for not being able to complete the work in time.

Mr. Bhoi reported that my daughter is visually impaired. She is not getting Braille slate, Braille, Braille sheets, Braille-Text books.

#### **Educational Implications**

- Provide training and continuing professional development support programmes for the teacher to well equip them with different teaching techniques.
- School should be equipped with modern electronic gadgets to overcome specific requirements of special need student.
- There should be provision for team work of normal and special needs students in school to enhance their tolerance and sensitivity.

- Teachers and CRCCs members should communicate with the parents about different facilities available in the school for special need learners.
- Students with special needs should be involved in decision making so that their voice will get place in decision making.

### References

- D'Alonzo, B., Giordano, G., & Cross, T. (1995). Improving teachers' attitudes through teacher education toward the inclusion of students with disabilities into their classrooms. *Teacher Educator*, 31 (4), 304-312.
- Downing, J. (1996). *Including students with sever and multiple disabilities in typical classrooms: Practical strategies for teachers*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Fisher, M., & Meyer, L. H. (2002). Development and social competence after two years for students enrolled in inclusive and self-contained educational programs. *Journal of the Association for Persons with Severe Handicaps*, 27(3), 165-174.
- Kochhar, C. A., West, L. L., & Taymans, J. M. (2000). *Successful Inclusion: Practical strategies for as hared responsibility*. Upper Saddle River, NJ: Prentice-Hall.
- Leyser, T., & Kirk, R. (2004). Evaluating inclusion: An examination of parent's views and factors influencing their perspectives. *International Journal of Disability, Development and Education*, 51(3), 271285.
- Turnbull, A. P., Winton, P. J., Blacher, J. and Salkind, N. (1983). 'Mainstreaming in the kindergarten classroom: perspectives of parents of handicapped and non-handicapped children', *Journal of the Division for Early Childhood*, 6, 14–20.

### **STATUS OF INCLUSIVE EDUCATION AT ELEMENTARY STAGE WITH REFERENCE TO CHILDREN WITH SPECIAL NEEDS (CWSN)**

Jaganmayee Mishra, Assistant Teacher, Hatasahi Panchayat Govt. School, Puri

#### **Abstract**

*Inclusive set up is a set ahead of integrated education in that , it goes beyond children with disabilities and refers to an educational system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Elementary education is a fundamental right and inclusive education is vital for making education for all children with special needs a reality. The Right to Education Act (RTE) 2009 has brought a new hope for education of the children with special needs. Though inclusive education is already implemented in India, various challenges come up in the way of it. It is a difficult task to tackle all the challenges and avail all types of opportunities for all children including CWSN. In this respect Odisha government too has implemented inclusive education as per the directives. The OPEPA promote and provide necessary intervention and resources to support inclusive education within the State and data reveals that there is an average rise in the enrolment of children with disability but not as expected. Hence the present problem has been taken up to examine the status of inclusive education with reference to CWSN in government school at district Khorda. With this regard the researcher has framed the following objectives: 1. to find out how far the inclusive education is implemented in elementary schools, 2. what are the supports provided by the government to make it a fruitful one , 3. what are the challenges faced by the CWSN children in an inclusive set up. The study was done under descriptive survey and 10 government schools were selected by random sampling method. The tools used were checklist and observation schedule to find out the resources available, questionnaire and interview schedule to get the opinions of headmasters and teachers. The findings revealed that: 1. almost all the headmasters and teachers were aware of the policies regarding inclusive education and believed that all students should be included in general classroom and provided equal opportunity for learning irrespective of their disability, 2. Almost three-fifth of teachers agree that regular children does not feel comfortable with children with disabilities, 3. all teachers agreed that children with disability does not cause any problem or barrier in the classroom and cooperative learning and peer support should be encouraged for inclusive education, 4. all teachers revealed that the school does not have adequate resources to provide inclusive setup for CWSN, 5. all teachers stated that curriculum is adequate and flexible enough for transaction with respect to CWSN, 6. almost all the teacher reported that evaluation is need based and conducted in a fair manner. From the study it can*

*be concluded that though the headmaster and teachers have positive attitude towards CWSN but school do not have necessary infrastructure and learning resources for CWSN and this seems to be one of the major reason for less enrolment of children with disability. So to overcome this government needs to build the necessary capacity to fulfill the desired objectives.*

---

## **Introduction**

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education systemic. *(The Salamanca Statement and Framework of Action on Special Needs Education)*

Education is the powerful instrument of social change, and often initiates upward movement in the social structure. There by, helping to bridge the gap between different sections of the society. The educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices. In India Education is a fundamental human right essential for the empowerment and development of an individual and the society as a whole. In 1944, the central advisory board of education (CABE) reported that provisions for the education of the handicapped, were to form an essential form of the national; system of education, which was to be administered by the Education Department. According to this report the handicapped children were to be sent to the special schools only when the nature and extent of their defect made it necessary. The Kothari commission (1964-66), the first education commission of independent India, observed “the education of the handicapped children should be an inseparable part of the education system”. Until 1970s, the policy encouraged segregation. Most educators believed that children with physical, sensory, or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Inclusive education has come to replace the term Integrated education prevalent in the 80s and 90s. The Right to Education Act (RTE) 2009, lays emphasis on the removal of disparities and that every child in the age group of 6-14 years will be provided 8 years of free and compulsory elementary education in an age appropriate classroom in the vicinity of his/her neighbourhood. It recommended that every attempt should be made to develop integrated programme enabling the handicapped to study in mainstream education system. The concept of Inclusion has emerged from the idea of providing equal opportunities to all children keeping in mind the diverse nature of their individual needs. Inclusive education as an approach focuses on the entire learner, with or without disabilities being able to learn together through access to common preschool provisions, school and community educational setting with an appropriate network of support services. The concept of inclusion suits the developing country like ours. So also various provisions are made to accommodate the CWSN with the normal peers. Now it is the time to know the progress and achievement of inclusive education in India. Whether the objective to implement inclusive education which is more suitable to our country is really achieved? So for this rigorous analysis of the programme is needed.

## **Need of the Study**

Education is the right of every child for that is what equips him/her to meet the challenges of life. India is the second largest education system in the world with more than 200 million school children. The constitution of India enshrines that elementary education is a fundamental right of every child. An apt vehicle for giving impetus to this movement is through the ongoing RTE-SSA programme. Its main task is to make education as a fundamental right of the children age group 6-8. One of the special focus areas of RTE- SSA is the Children with Special Needs (CWSN), which calls for a concerted effort on the part of several agencies, its own functionaries – right from the state level to village and school levels, parents, community/Panchayat leaders, NGOs and the society as a whole. For this the RTE-SSA has to equip itself with special methods as well as tools. Inclusive education is a programme which is highly suitable in Indian perspective to equalize the students and provide all students equal opportunity. NPE 1986 and POA 1992 and PWD Act 1995 gives basic policy framework for including CWSN and providing access to free education in an appropriate environment to all learners with disabilities till he/she attain the age of eighteen years. In Orissa, disabled constitute 0.5 percent of India's total population. Analysis of the research study conducted by the Indian and foreign researchers give a genuine base to the researcher to proceed her research

work in the particular area. Robinson, Lisa Kathleena (2004); Tali et al. (2011); Sharma (2008) highlighted out the perception of teachers about inclusive education. Biswas& Panda (2004); Waldron, N.L. and McLeske, J (1998) highlighted the attitude of teachers and academic achievement of students in an inclusive set up. Schmidt sylyine, Michele Venet (2012; L. C. Soodak (2003); Kochhar, West, and Taymans (2000) highlighted the problems of inclusive classroom. However, research study related to CWSN children in elementary stage in the context of Odisha has not been undertaken. Hence, the researcher confined her area of study as “*Status of Inclusive education at Elementary Stage with reference to CWSN*”.

### **Objective of the Study**

1. To find out the support provided by the State government to schools for the cause of Inclusive Education to CWSN at elementary stage.
2. To study the status of implementation of Inclusive Education with reference to CWSN at elementary stage.
3. To study the awareness level of teachers towards providing inclusive education with reference to CWSN at elementary stage.

### **Procedure and Methods**

The present study was under descriptive survey method. All the government elementary schools of Khurdha district of Odisha was the population of the present study. 10 schools were selected from government Elementary schools of Khurdha district (Odisha) by using simple random sampling method. In order to collect the relevant data the following tools were used by the researcher.

<b>Sl. No</b>	<b>Tools</b>	<b>Research Questions</b>	<b>Participants</b>
1.	Check list	What is the support provided by the state government to schools for the cause of inclusive education to CWSN at elementary stage?	Government official/ office for records & Head of the administrative organization
2.	Interview schedule	What is the status of implementation of Inclusive Education with reference to CWSN at elementary stage?	Headmasters of the elementary school.
3.	Questionnaire	What is the awareness level of teachers towards providing inclusive education with reference to CWSN at elementary stage?	Teachers of elementary schools.
4.	Observation Schedule	What are the challenges faced by the CWSN in an inclusive related to the following dimensions <ul style="list-style-type: none"> <li>• Physical Infrastructure</li> <li>• Curriculum</li> <li>• Evaluation</li> <li>• Peer group</li> </ul>	All the sample schools.

### **Major Findings**

The detail finding of the study is presented below.

#### ***Findings on interview schedule for the head master about the status of implementation of inclusive education***

- Majority of the headmasters (95%) gave their view as inclusive education is a desirable educational practice because each and every child should get education without any disparity.
- Majority of the headmasters (90%) viewed positively about implementation of inclusive education in common schools. They viewed that all students should be included in general classroom because disable students should not feel them inferior.

- All of the headmasters (100%) opined that to teach all the children in a general classroom is a difficult task. Because all the students having different IQ level. To teach gifted, differently abled and normal students is a difficult task because all of them need special attention.
- Majority of the headmasters (85%) have idea regarding the policies for implementation of inclusive education. They opined that each and every child should have right to get education under the RTE-SSA scheme and all children should get equal educational opportunity.

### **Findings regarding interview schedule for the teachers regarding the awareness level of teachers towards providing inclusive education with reference to CWSN at elementary stage**

#### **View point regarding inclusion**

- Cent percent of the teachers opined that all students regardless of the type and degree of disability should be included in the general classroom.
- 95% of the teachers opined that it is desirable to teach gifted, regular and disabled students in the same general classroom.
- Cent percent (100%) of the teachers viewed that teachers need training to integrate social or functional / life skill curriculum with the existing curriculum.
- 90% of the teachers have ideas regarding CWSN.

#### **Peer group**

- More than half (60%) of the teachers have positive view point about peer group that they never avoid CWSN in the school where as 40% of the teachers believe that peer group of the CWSN sometimes avoid them.
- Cent percent (100%) of the teachers opined that other students in the school never creates problem with the teacher with respect to CWSN.
- All the teachers (100%) opined that peer groups feel comfortable with CWSN in a co-operative learning set up.
- Cent percent (100%) of the teachers viewed that peer group's support CWSN in schools.

#### **Infrastructural facilities**

- Majority of the teachers (90%) had reported that Government was not providing spectacles and magnified glasses to the low vision child whereas only 10% of the teachers were agreed about the statement that government provides spectacles and magnified glasses to the low vision child.
- Most of the teachers (90%) expressed their view as government was not providing Braille books, Braille slates to the blind child. Similarly only 10% of the teachers reported that government provides Braille books, Braille slates for the blind child.
- Cent percent (100%) of the teachers opined that government was not providing artificial limb, special type of pen to the orthopedically impaired children.
- All (100%) of the teachers opined that ramps facilities are not there for the upper storey classrooms.

#### **Curriculum**

- 100% of the teachers opined that curriculum is need based for all types of children where as none of them were disagreeing with the statement.
- Cent percent of the teachers (100%) opined that curriculum creates interest for all kinds of children.
- Regarding Curriculum is activity based all most all (100%) teachers are agreed upon the statement.
- Only 10% of the respondents responded that support services are in the curriculum in the form of technology including ICT. Majority of the teachers (90%) responded negatively about the statement.

#### **Evaluation**

- Majority of the teachers (95%) reported that teachers give extra time to the CWSN to complete their assignment where as only few of the teachers (5%) viewed sometimes.

- Majority of the teachers (90%) expressed their view as teacher gives alternative assignment to the visually impaired children instead of written assignments and very few number of teachers (10%) opined some times.
- Most of the teachers (80%) reported that teachers use the observation and recording strategy for evaluating the students and one fifth of the teachers (20%) reported negatively about the statement.
- As high as (80%) of the teachers expressed their view that flexibility should be allowed while choosing the answer in the inclusive setting.

#### **Findings regarding checklist for the school**

- Two fifth of the schools (40%) had access able classroom for all kinds of children where as more than half of the schools (60%) did not have accessible classroom for all kinds of children.
- Cent percent (100%) teacher of the schools had positive view point regarding inclusion.
- Cent percent (100%) schools had need based curriculum for all kinds of children.
- All the teachers (100%) of the schools were aware about the inclusive education and the CWSN.
- All the schools (100%) had necessary infrastructural facilities.
- In cent percent (100%) schools peer groups are cooperative and showing positive attitude to the CWSN.
- Only one fifth (20%) of the schools have hearing aid facilities for the hearing impaired children and as high as (80%) of the schools did not have any hearing aid facility for the hearing impaired children.
- Half of the schools (50%) have Braille books; Braille slates for the visually impaired children where as half of them (50%) have not such type of facilities.
- In cent percent (100%) of the schools the class room transaction was CWSN friendly.
- Only two fifth of the schools (40%) the student seating arrangement in the school is conducive for the CWSN and more than half of the schools (60%) which were mostly rural schools the student sitting arrangement in the school was not conducive for the CWSN.
- Cent percent (100%) of the school's classroom atmosphere was democratic. All the schools (100%) the peer group were showing friendly attitude towards CWSN.

#### **Result and Discussion**

The present piece of research work is a significant attempt to know status of inclusive education at elementary stage with reference to CWSN. Many other investigations are also carried out previously by other researchers in the related area of study. Results of some of the studies are similar with the results of the present study and more findings are contradictory in nature. Discussion of the same is given below.

The results of some of the studies are in one way or other are related with the findings of present study. The findings of the studies conducted by the researchers like Korkmaz (2011); Keefe B. Elizabeth, Veronica Moore (2004); L.C Soodak (2003); Kochhar, West & Taymas (2000) are intimately related to the findings of the present study, as the findings of the present and past studies as they emphasis on the inclusion of children with disabilities in general education class provides an opportunity for teachers to identify classroom management policies and students with disabilities benefit because inclusion facilities more appropriate social behavior because of higher expectations in general education classroom, improve the ability of students and teachers to adopt to different teaching and learning styles. The studies mostly emphasis on positive attitude of teacher, student and policy makers towards inclusive education.

However, the findings of most of the researchers are different from the present findings. The findings of the researchers like Occloo, Mark, Anthony, Subbey, Michale (2008); Anderson, Klassen and Georgious (2007); wager (2006) and Ogbue (1995) were found that the policy implementation comprising inadequate facilities available for the teachers to be equipped with how to take care of the students with disabilities in their classroom, so also teachers need more effective at teaching and dealing with students with special needs. They also don't give any clear cut idea about the real problems and the current status of CWSN in an inclusive setting.

## Conclusion

All type of assistive and supportive devices should be provided to the school for the CWSN children. Resource teachers should be appointed in the schools so that children's having mild and severe disabilities should be handled. Training should be provided on inclusive education program me so that general teachers can benefited and helpful for them to handle children having mild disabilities. Class desks should be modified according to the need of the CWSN. Government should take steps for providing artificial limb, special type of pen to the orthopedically impaired children. Ramp facilities should be there for the upper storey classrooms.

- Develop awareness among the teachers about inclusion.
- Promote better understanding about CWSN and their problems
- Develop positive perception among teachers, students and policy makers about inclusive education
- Help to the present status of inclusive education in Odisha
- Help to know the current problems faced by the teachers, headmasters and students in an inclusive school

## References

- Abdul, K. G., & Asaraf, P. M. (2009). Inclusive Education: Does the Regular Teacher Education Program me Make Difference in Knowledge and Attitudes? , *International Conference on Education, Research and Innovation for Inclusive Societies*, Andhra Pradesh, India, Mar 19-21: Available at [files.eric.ed.gov/full text/ED507434.pdf](http://files.eric.ed.gov/full text/ED507434.pdf)/ retrieved on 23/04/15.
- Ainscow, M. (1997). Towards inclusive schooling. *British Journal of Special Education*, 24 (1), 3-6.
- Anderson, C., Klassen, R., & Georgiou, G. (2007). What teachers say they need and what school psychologists can offer. *School Psychology International*, 28(2), 131-147
- Baruah, P., Sarkar, S.S., & Hazarika, A.L. (2009) Impact of aids and appliances on educational performance of children with special needs. Tezpur University, Tezpur [hodhganga.inflibnet.ac.in:8080/jspui/bitstream/.../14\\_bibliography.pdf](http://hodhganga.inflibnet.ac.in:8080/jspui/bitstream/.../14_bibliography.pdf)/ retrieved on 23/04/15
- Jha, M.M.(2002). Barriers to Access and Success: Is Inclusive Education an Answer?: Available at [www.col.org/pcf2/papers%5Cjha.pdf](http://www.col.org/pcf2/papers%5Cjha.pdf) / retrieved on 03/04/15
- Johansson, Taneja, S. (2014). A Critical and Contextual Approach to Inclusive Education: Perspectives from an Indian Context. *International Journal of Inclusive Education*. Vol. 18(12), p.p .1219-1236: Available at [www.researchgate.net/.../248999117\\_International\\_Developments\\_in\\_Incl.../](http://www.researchgate.net/.../248999117_International_Developments_in_Incl.../) retrieved on 23/04/15
- Key Principles for Promoting Quality in Inclusive Education Recommendations for Policy Makers. *European Agency for Development in Special Needs Education: Available at <https://www.european-agency.org/.../key-principles-for-promoting-qualit/>* Retrieved on 1/05/15
- Nanda, G.C. and P.K. Kathoi (2010).Fundamentals of Educational Research and Statistics.Kalyani Publishers, New Delhi.
- NCERT. (2006). Position Paper National Focus Group on Education of Children with Special Needs, position paper.3.3, (*1<sup>st</sup> Ed.*), Publication Department, National Council of Educational Research and Training, New Delhi.
- Sandel, A. and Singh, A. (2004). Practices in inclusive education. Research abstracts, vol. X, Bhubaneswar: Available at A Croft - 2010 – ERIC/ retrieved at 23/04/15
- Sharma, U., (2008). Impact of training on pre-service teacher's attitude and concerns about inclusive education and sentiments about persons with disabilities; *Disability and Society*. 23(7), 773-785.



## **AWARENESS OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION: A STUDY ON THE EFFECT OF INTERVENTION STRATEGIES**

---

Dr. (Mrs.) MunKalita, Assistant Professor, Department of Education, Dibrugarh University, Dibrugarh- 786004, Assam, Email: [mun.kalita@yahoo.in](mailto:mun.kalita@yahoo.in)

Mr. Subhajit Kumar. Ghosh, Research Scholar, Dept. of Education, VisvaBharati, Santiniketan, West Bengal-731235, Email: [subhajit.kumar.ghosh@gmail.com](mailto:subhajit.kumar.ghosh@gmail.com)

### ***Abstract***

*Educational and social exclusion are growing phenomena both in developed and developing countries now-a-days. Inclusive education can be seen as a stepping stone for a future inclusive society. It is a process of addressing and responding to the diverse needs of all children, youth, adults through increasing participation in learning, cultures, communities and reducing and eliminating exclusion within and from education. The present study was planned to examine the effect of some intervention strategies on the level of awareness of secondary school teachers towards inclusive education. For this purpose, 50 secondary school teachers were selected as sample. For collection of data an Awareness Test was used. One group pre-test/ post-test field experimental design was used to complete the study. Data were analyzed using descriptive statistics such as Mean, S.D., and 't'-test. The main findings show that secondary school teachers' level of awareness was low towards inclusive education before their exposure to intervention strategies.*

**Keywords:** Teacher Awareness, Inclusive Education, Intervention Strategies.

---

### **Introduction**

Education plays an important role in providing opportunities for the development of potentialities of an individual to contribute to the development of a nation. Education is considered as the strongest instrument for achieving the ideals of life and proper development of a human personality. Inclusion in education is an approach to educating children with special needs. Inclusion of children with special needs has become a matter of priority in many countries around the world with the declaration of *UNESCO's Salamanca Statement and Framework for Action on Special Needs Education (1994)*. In that line the Government of India has also formulated various policies, schemes and programmes for inclusive education at the national level. The Ministry of Welfare is the nodal ministry for welfare of the disabled. The Right to Education Bill of 2009 has brought a new hope for education of the disabled children. Schemes such as Integrated Education for the Disabled Children (IEDC), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamic Shiksha Abhiyan (RMSA) contain provision for supporting the education of such children. University Grants Commission (UGC) is also implementing a scheme under which a financial assistance is provided as per the prescribed norms, to universities for organizing special education programmes for B.Ed/ M.Ed (Special Education).

To support the entire process of inclusive education NCERT is addressing issues of curriculum and pedagogy. The Ministry of Social Justice and Empowerment, which is a nodal Ministry for disability issues estimates the number of children having special needs as 5%. The Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 provides that every child with a disability shall have access to free education up to 18 years of age. The National Curriculum Framework for School Education (NCERT, 2005) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

However, success of such efforts, or any other similar kind of programme, depends upon the level of awareness of teachers in schools. Lack of awareness or upholding deep rooted myths and misconceptions about the children with special needs generally result in half-hearted efforts and failure of the programme. Inclusive education system and societies can only be realized if teachers are aware of the nature of the situation and are committed to work for it.

Fostering a positive attitude by creating awareness towards children with special needs is not a one-day task, but a gradual and continuous effort like successful dissemination of public awareness programme. Therefore, in order to eradicate misconceptions and false beliefs in the school world, particularly among teachers who is the backbone of a nation, an effective action plan is needed to generate awareness about different aspects of inclusive schooling. The researchers felt that

intervention strategies can play an effective role in creating awareness, inculcating knowledge about abilities and potentialities of disabled, different learning capacities, removing negative attitudes and reinforcing positive ones among their teachers toward the disabled.

### **Statement of the Problem**

Considering the above discussion the investigators have entitled the problem as “Awareness of Secondary School Teachers towards Inclusive Education: A study on the Effect of Intervention Strategies.”

### **Objectives**

1. To study the level of awareness of secondary school teachers towards inclusive education.
2. To design and implement some intervention strategies to enhance the level of awareness of secondary school teachers towards inclusive education.
3. To study the effect of the intervention strategies on the level of awareness of secondary school teachers towards inclusive education.
4. To study the effect of the intervention strategies on the level of awareness of male secondary school teachers towards inclusive education.
5. To study the effect of the intervention strategies on the level of awareness of female secondary school teachers towards inclusive education.

### **Hypotheses**

In order to realize the objectives of the study, the following hypotheses were framed:

- The intervention strategies will have significant effect on enhancing the level of awareness of secondary school teachers towards inclusive education.
- The intervention strategies will have significant effect on enhancing the level of awareness of male secondary school teachers towards inclusive education.
- The intervention strategies will have significant effect on enhancing the level of awareness of female secondary school teachers towards inclusive education.

### **Methodology**

#### **Population**

The population of the study comprised all the secondary school teachers of Dibrugarh district of Assam.

#### **Sample**

The sample of the present study comprised 50 secondary school teachers of Dibrugarh district of Assam. The sample was drawn by using purposive sampling technique. The investigators had requested the Inspector of Schools (Secondary Education), Dibrugarh district of Assam to depute 50 secondary school teachers of Dibrugarh district for an awareness programme on inclusive education.

#### **Design and Method of the study**

In the present study one group pre-test and post- test field experimental design was employed. For that purpose a venue was arranged in the Department of Education, Dibrugarh University of Assam. The design involved three operational stages. The **first stage** involved pre-testing of subjects' level of awareness about inclusive education.

The **second stage** covered experimental treatment for a period of **six days**, everyday five hour duration. The experimental treatment comprised the use of intervention strategies. The intervention strategies involved lectures by experts, use of charts and posters, distribution of literature, documentary and film show etc.

The **third stage** included post-testing of the same group using the same tool after a gap of fifteen days of treatment phase. This was done to check the retention of information given in treatment phase.

#### **Tools**

A self-developed questionnaire was used to test the level of awareness of secondary school teachers towards inclusive education. This is a multiple-choice test consisting of 35 items in all and was divided into four aspects of study like- *awareness about different types of disabilities, differences in learning, inclusive education and strategies for successful inclusion*. The items of the test were verified by experts and hence it possesses content validity. Reliability of the tool was determined by using test-retest method. The reliability co-efficient of the tool was 0.70. The tool was administered

twice on the subject i.e. before and after the treatment phase. The scoring of the tool was very easy. One mark was given for each correct answer and zero for each wrong answer. So, the highest obtainable score on the questionnaire could be thirty five (35) and lowest could be zero (0).

#### Statistical Techniques used

For analysis of data - Mean, Standard Deviation and t- test were used

#### Result and Discussion

**Table 1: Difference between the Mean of Pre-test and Post-test Scores on Awareness of Secondary School Teachers towards Inclusive Education**

Sl. No.	Group	N	Mean	SD	't' value	Level of significance
1.	Pre-test	50	15.14	2.16	13.00	Significant at 0.01 level
2.	Post-test	50	24.18	2.76		

The effect of intervention strategies on awareness of secondary school teachers towards inclusive education was examined by comparing the mean pre-test and mean post-test scores as is shown in Table- 1. The Table- 1 represents the scores of Mean, SD, and 't' ratio for awareness of secondary school teachers towards inclusive education before and after intervention programme. The pre-test Mean and S.D. scores were found to be (N=50, M=15.14, SD= 2.16) respectively and that of the post-test (N=50, M=24.18, SD=2.76) respectively. The 't' value was ( 't' = 13.00).

From the table it is observed that the calculated 't' value ('t' = 13.00) is greater than the table value (2.58 at 0.01 level of significance). So, it is significant at (0.01) level of significance. It may be inferred that the awareness of secondary school teachers towards inclusive education before and after the implementation of intervention strategies was found to differ significantly. Secondary school teachers' post-test score was higher than their scores on pre-test. Thus, it indicates an increase in the level of awareness of secondary school teachers after the implementation of intervention strategies. Hence, the intervention strategies were found to have a significant positive effect on awareness of secondary school teachers.

**Table 2: Difference between the Mean of Pre-test and Post-test Scores on Awareness of Male Secondary School Teachers towards Inclusive Education**

Variable	Group	N	Mean	SD	't' value	Level of significance
Male Teacher	Pre-test	27	15.62	2.04	10.18	0.01
	Post-test	27	24.40	2.42		

The effect of intervention strategies on awareness of secondary school male teachers was examined by comparing the mean pre-test and mean post-test scores as is shown in Table- 2. The Table- 2 represent the scores of Mean, SD, and't' ratio for awareness of secondary school male teachers towards inclusive education before and after intervention programme. The pre-test Mean and S.D. scores were found to be (N=27, M=15.62, SD= 2.04) respectively and that of the post-test (N=27, M=24.40, SD=2.42) respectively. The 't' value was ( 't' = 10.18).

From the table it is observed that the calculated 't' value ('t' = 10.18) is greater than the table value (2.58 at 0.01 level of significance). So, it is significant at (0.01) level of significance. It may be inferred that the awareness of secondary school male teachers towards inclusive education before and after the implementation of intervention strategies was found to differ significantly. Secondary school teachers' post-test score was higher than their scores on pre-test. Thus, it indicates an increase in the level of awareness of secondary school teachers after the implementation of intervention strategies. Hence, the intervention strategies were found to have a significant positive impact on awareness of secondary school male teachers.

**Table 3: Difference between the Mean of Pre-test and Post-test Scores on Awareness of Female Secondary School Teachers towards Inclusive Education**

Variable	Group	N	Mean	SD	't' value	Level of significance
Female Teacher	Pre-test	23	15.13	3.38	6.46	0.01
	Post-test	23	23.91	3.15		

The effect of intervention strategies on awareness of secondary school female teachers was examined by comparing the mean pre-test and mean post-test scores as is shown in Table- 3. The Table- 3 represents the scores of Mean, SD, and 't' ratio for awareness of secondary school female teachers towards inclusive education before and after intervention programme. The pre-test Mean and S.D. scores were found to be (N=23, M=15.13, SD= 3.38) respectively and that of the post-test (N=23, M=23.91, SD=3.15) respectively. The 't' value was ('t' = 6.46).

From the table it is observed that the calculated 't' value ('t' = 6.46) is greater than the table value (2.58 at 0.01 level of significance). So, it is significant at (0.01) level of significance. It may be inferred that the awareness of secondary school female teachers towards inclusive education before and after the implementation of intervention strategies was found to differ significantly. Secondary school female teachers' post-test score was higher than their scores on pre-test. Thus, it indicates an increase in the level of awareness of secondary school teachers after the implementation of intervention strategies. Hence, the intervention strategies were found to have a significant positive impact on awareness of secondary school teachers.

The findings of the study revealed that awareness of the sample was enhanced as a result of their exposure to intervention strategies. The result of the present study support the findings of other studies conducted by – Pandit (1987), Darra Pace (2000), Yadav (2002), Berwal and Bala (2011) etc. They examined the effectiveness of intervention strategies on attitude and awareness of students, teachers, administrators about disability and inclusive education.

### Conclusion

In spite of various efforts of the government of India, the inclusive education is at its infancy stage in the country and it should be encouraged further because it would make education accessible to children with diverse needs and disadvantage groups of the society in all parts of the country. By analyzing recent studies, it is observed that teacher awareness plays a vital role in inclusion of children with special needs in general classroom than the other cognitive or situational variables that inhibit successful inclusion. That is why, it is very essential to create awareness among teacher community for better and fruitful results of inclusion. Collaborative, cooperative program or works among authorities, teachers, special educators, community representatives and also parents of disabled and non-disabled children are essential for successful inclusion. The findings of the study revealed that awareness of the sample was enhanced as a result of their exposure to intervention strategies. So, it is very essential to organize this type of awareness programme for the teachers at all levels of education, because inclusivity will characterize the schools of the new millennium.

### References

- Berwal, S. &Sangeeta (2005). Inclusive Education: A Move towards Bonding and Building the Society. *EDUTRACKS*, 4 (7), 16-17.
- Best, John, W., Khan. &James, V. (2008). *Research in Education*. (10<sup>th</sup>ed.) New Delhi: Prentice Hall of India PVT.LTD.
- Gupta, M. &Sindhu, S. (2007). Role of Inclusive Education in the Rehabilitation of Persons with Disabilities. *University News*, 45 (29), 9-15. IDEA. *Individuals with Disabilities Education Act 1997*. Retrieved from [http:// www.ideapractices.org/law/index.php](http://www.ideapractices.org/law/index.php)
- Ministry of Human Resource Development, (1986). *National Policy on Education*. Retrieved from [http://www.ncert.nic.in/oth\\_anoun/npe86.pdf](http://www.ncert.nic.in/oth_anoun/npe86.pdf)
- Panda, N. (2010). Inclusive Education: A Prospective Issue, in Ambikeya. *Journal of Education, Noida College of Physical Education*, 1 (1), 116-121.
- Patankar, P.S., &Padmini, M.S. (2005). Teacher Education for Inclusive Education. *University News*, 43 (18), 124-132.

- Sangeeta, (2005). Reforming Teacher Education to Foster Inclusion in the New Millennium. *University News*, 43 (18), 136-138.
- Swarup, S. (2005). Fostering Inclusion through Teacher Education: Innovative Strategies and Practices. *University News*, 43 (18), 132-135.
- Usha, P & Thankam, P.K. (2011). Relationship between Teacher Awareness and Teacher Attitude towards Inclusion of Pupils with Learning Differences. *EDUTRACKS*, 11 (4), 20-24.

---

## **GIRLS EDUCATION AT SCHOOL LEVEL IN WEST BENGAL: ROLE OF KANYASHREE PRAKALPA**

---

*Dr. Pradipta Kumar Mishra, Principal, Institute of Education, Haldia (NAAC Accredited-B) Amlat, Satahata, Purba Medinipur-721635, W.B E-mail: [drpradiptakumarmishra@gmail.com](mailto:drpradiptakumarmishra@gmail.com)*

### **Abstract**

*West Bengal is the fourth-most populous State in the Country with the overall literacy rate at 77.1 %, with male literacy at 81.69 % & female literacy at 66.57 %. 68.13 % of West Bengal's population lives in rural areas and the overall rural literacy is 78.44 % with rural female literacy at 61.98 percent. According to DLHS-3 (2007-08), West Bengal shows the 5<sup>th</sup> highest prevalence of child marriage amongst all the states with 54.7 percent currently married women (age 20-24) being married before 18. This incidence is even higher in rural areas (57.9 percent) covering Murshidabad (61.04 percent), Birbhum (58.03 percent), Malda (56.07 percent) & Purulia (54.03 percent) districts of West Bengal. In order to arrest the early marriage of girl child, the Govt. of West Bengal has launched an innovative scheme, "KANYASHREE PRAKALPA" in order to create an enabling environment for bringing improvement in education, health and nutrition status of women and children.*

*The Govt. of West Bengal through its Department of Women Development and Social Welfare has launched this Kanyashree Prakalpa on 1<sup>st</sup> October, 2013. This innovative scheme is recognized as a conditional cash transfer scheme meant for all teenage girls and delaying their marriages until the age of 18, the legal age of marriage. It is implemented in all the 20 districts of West Bengal for; (i) All girl children within the age of 13-19 years from families with annual income up to Rs 1,20,000/- (one lakh twenty thousand); (ii) Girls regularly attending Institutions for education or vocational/sports training; (iii) Girls of Child Care Institutes registered under J.J. Act within the age of 18-19 years; (iv) For the one time grant, girls who are completing 18 years on or after 1<sup>st</sup> April, 2013. This scheme has launched on 1<sup>st</sup> October, 2013 with w.e.f 1<sup>st</sup> April 2013 with the expectations to cover 18 lakh girls and 3.5 lakhs girls under the provision of annual scholarship and one time grant each year respectively. For smooth functioning of this scheme, the procedures like management of the scheme encompassing State, District, Block & KMC level Steering and Monitoring Committees, SPMU, DPMU, Partner Bank, Fund Management, Grievance Mechanisms, Scheme implementation Mechanisms etc. have been adopted. With regard to the progress of this scheme, it can be visualized by taking Kolkata Municipal Corporation (KMC) as a case, that through Kanyashree Mela 4149 no. of forms were distributed from 10.01.2014 to 30.01.2014 and again from 07.02.2014 to 24.02.2014. In view of the above, it can be assumed that through this scheme the child marriage will be checked a lot with facilitating the girls to be properly educated with self-sufficiency abilities which were acute in the adolescent girls in West Bengal.*

**Key Words:** *Girls Education, Kanyashree Prakalpa, Management and Monitoring of the Scheme, West Bengal*

### **Introduction**

Quality Assurance in School Education is essential for real development of the society. It comprises of quality in planning, management, implementation, monitoring & evaluation. The New Education Policy, 2016 which is at the preparatory stage focuses on Inclusive Education as one of the themes on School Education. Inclusive education which refers to the education of Girls, SCs, STs, Minorities, and Children with Special Needs (CWSN) to be focused in the present educational practices. Girl's education is an essential starting point in establishing equality in the society with bringing its development. It has been observed that there are schools, but the girls do not attend in comparison to their boy's counterpart. The main reasons are; early marriage, dowry system, lack of parental attitude, honor crimes, violence against women in one point. And they prove to be the drop

outs due to the vital reasons like family responsibilities, protection to family honour, and the shortage of female teachers in the schools of India etc. It is evident that when the law of the Land makes it clear that both the boys and girls have an equal opportunity to attend school from 6-14 years of age and that Primary/Elementary Education is a Fundamental right. But girls are not receiving equal access to Primary Education particularly in rural India for which equality in this respect is yet to be realized.

West Bengal is the fourth-most populous State in the Country with sharing its boundaries with the States of Odisha, Jharkhand, Bihar, Sikkim, & Assam. As per the Census 2011, the overall literacy rate of West Bengal is 77.1 percent, with male literacy at 81.69 percent & female literacy at 66.57 percent. 68.13 percent of West Bengal's population lives in rural areas and the overall rural literacy is 78.44 percent with rural female literacy at 61.98 percent. The districts with the lowest female literacy rates in the State are Purulia at 53.15 percent, Uttar Dinajpur at 53.15 percent & Malda at 53.15 percent. There are "20" districts with "496" Blocks in West Bengal with having 75.40 percent rural and 24.60 percent urban population. It is having 77.10 percent literacy with 82.70 percent male, 71.20 percent female and 65.50 percent rural female literacy. There are 94,958 no. of Elementary Schools with 81.61 percent of teachers working in the govt. elementary schools, 92 Kasturba Gandhi Balika Vidyalays (KGBVs) and 0.19 percent of Special Schools for the Children with Special Needs (CWSN). There are 9,902 no. of secondary Schools with 1,10,756 no. of teachers working in these schools. It is reported that around 2.45 percent are out of school children among which 2.54 percent in rural areas and 2.18 percent in urban areas. It is vital to highlight here that many more boys (3.51 percent) than girls (1.28 percent) are found as out of school children. And out of the total 25.64 percent school children are never enrolled which is much higher. In spite of taking the strategies to address out of school children issue, it has been observed that many more are school drop outs and that a higher percentage of out of school children are boys.

The initiatives like 51 Kasturba Gandhi Balika Vidyalayas (KGBVs), free text books to all the students up to class 5<sup>th</sup>, Pre-Matric Scholarships to poor students from Class I – X with 30 percent reservation for girls, Rs 100/- per year for girl students studying in classes VII-XII in Madarsas, Middle School Scholarship scheme for students for class VI, Merit – cum-Means Scholarship of Rs 500/- per month for poor and meritorious students having at least 75 % marks in the class 10<sup>th</sup> examination, National Means-cum-Merit Scholarship Scheme for Students belonging to economically weaker sections having at least 55% marks & 50 in case of Girls / SCs/STs & Disabled students in the Annual Examination of Class 8<sup>th</sup> are taken by the govt of West Bengal in order to accelerate Girls' Education at the elementary and secondary levels of School Education. In addition to this, provision of self– defense training to girl students, a new scheme of Scholarship of Rs 100/- per month for girl students of class IX – XII specially belonging to poor families and the Kanyashree Prakalpa as the latest scheme for improving the status and well being of the girl students at the secondary school education have been taken by the Govt. of West Bengal, this paper seeks to give a picture on the Girls' Education in West Bengal with reference to the Kanyashree Prakalpa.

### **Kanyashree Prakalapa**

West Bengal has an adolescent (10-19 years) population of 1.73 crores, out of which 48.11 percent are girls. The age group 10-14 years forms 9.3 percent of the total population while 15-19 forms 9.7 percent of the total population. Adolescence is a time of tremendous growth and potential and also a time of considerable risk during which social concerns may have its influences. Child marriage is one such social concern and a violence of children's rights. According to DLHS-3 (2007-08), West Bengal shows the 5<sup>th</sup> highest prevalence of child marriage amongst all the states with 54.7 percent currently married women (age 20-24) being married before 18. This incidence is even higher in rural areas (57.9 percent) covering Murshidabad (61.04 percent), Birbhum (58.03 percent), Malda (56.07 percent) & Purulia (54.03 percent) districts of West Bengal. This phenomenon adversely affects the education, health, educational status, growth and development of girls. The Selected Educational Statistics (2010-2011) published by MHRD, Govt. of India reveals that in West Bengal, the Gross Enrollment Ratio (GER) gradually decrease for high school (IX-X) & higher secondary (XI-XII) which indicates that more children, including girls are leaving schools in the adolescent age group. It leads to a high drop-out rate. The drop-out rate between classes (I-X) was 63.5% for the girls and 64.9% for boys which are relatively higher in comparison to all India average. In order to

arrest the early marriage of girl child, the Govt. of West Bengal has launched an innovative scheme, "KANYASHREE PRAKALPA" for creating an enabling environment for bringing improvement in education, health and nutrition status of women and children.

The Govt of West Bengal through its Department of Women Development and Social Welfare has launched this Kanyashreepokalpa on 1<sup>st</sup> October in 2013 with effect from 1<sup>st</sup> April, 2013. This innovative scheme is recognized as a conditional cash transfer scheme meant for all teenage girls and delaying their marriages until the age of 18, the legal age of marriage. It is implemented in all the 20 districts of West Bengal.

### **Components of the Scheme**

This Scheme is implemented in two components such as;

- i. Annual Scholarship of Rs 500/- for unmarried girls aged 13-18 years enrolled in classes VIII-XII in Govt. recognized regular or equivalent open school or equivalent vocational/ technical training course.
- ii. One time Grant of Rs 25,000/- for girls turned 18 at the time of application, enrolled in Govt. recognized regular or open school/college or pursuing vocational / technical training or sports activity or in an inmate of Home registered under J.J. Act, 2000.

Both the benefits under the scheme is granted to girls who belong to families with annual family income not more than Rs 1, 20,000/- (one lakh twenty thousand) per annum. However, the bar for family is not applicable if the girl has lost both parents, is physically challenged (40% disability) or is inmate of J.J Home.

### **Beneficiaries**

- i. All girl children within the age of 13-19 years from families with annual income up to Rs 1, 20,000/- (one lakh twenty thousand).
- ii. Girls regularly attending Institutions for education or vocational/sports training.
- iii. Girls of Child Care Institutes registered under J.J. Act within the age of 18-19 years.
- iv. For the one time grant, girls who have been completed 18 years on or after 1<sup>st</sup> April, 2013.

**Management of the Scheme:** The Management Structures of the Scheme is as under;

### **i. State, District, Block, & Kolkata Municipal level Steering and Monitoring Committees**

#### **Functions**

- a. To review, monitor & advise on all matters relating to the implementation of the Scheme,
- b. To consider the problems faced during the implementation of the Scheme and suggest modifications required for improving implementation,
- c. Meet periodically or quarterly to monitor the progress of the scheme.

#### **ii. Project Management Units:**

This scheme is implemented by Project Management Units with one unit at the state level, & one in each district of West Bengal. The District Project Management Unit (DPMU) in each district functions under the supervision of the State Project Management Unit (SPMU). The SPMU is functioning under the guidance of Secretary, Child Development and Social Welfare Department by a State Project Manager (Kanyashree), assisted by a Deputy Project Manager (Kanyashree) and an Accounts Officer with a Programme Management Consultant, Data Managers etc. This SPMU is responsible for;

- a. Co-ordination & Management of the Scheme at the State level,
- b. Monitoring the performance of the DPMU,
- c. Maintaining all records, MIS & reporting mechanisms at state level,
- d. Periodic reporting to the State Steering Committee.

iii. **District Project Management Unit (DPMU):**-In all the districts of West Bengal except Kolkata, district project management under the office of the District Magistrate (DM) is working for the said scheme. There is one Project Manager on deputation or contract basis and one Accountant are working on a contractual basis for each such Project Management Unit with the assistance of at least two accountants- cum-data managers on contractual basis.

The DPMUs are responsible for;

- a. Co-ordination & management of the scheme in the district,
- b. Maintaining all records, MIS & reporting mechanisms at district level,

- c. Periodic reporting to the State Level Project Management Units and to the District Level Steering Committees.
- iv. **Partner Bank**- There is a Partner Bank at the State, District & Block level to manage the funds of the Scheme. It includes disbursements to beneficiaries, maintaining the financial accounting systems, FMIS of the Scheme & regularly submit the statements & reporting on a regular basis to DPMU & SPMU. Besides, the Bank also assists the beneficiaries in opening/operating Bank accounts to receive their entitlements
- v. **Fund Management** – The funds for the Scheme is borne from the budget of the Department of Women Development and Social welfare. 3% of fund budgeted for the scheme is reserved for project management and publicity. One third fund allocated at the state project management unit level, and the rest two-third is allocated at the district project management level. The budget provision for annual scholarship is made on the basis of expected number of beneficiaries between the ages of 13 and 18 and enrolled in Institutes of Education or Training. The budget provision for one- time grant is made on the basis of expected number of beneficiaries who have turned 18 & are enrolled in Institutes of Education or Training, Institutions of Higher Education or J.J Homes defined.
- vi. **Grievance Mechanisms**: Women’s Grievance Cell functioning under the Department of Women Development and Social Welfare at district level acts as the Grievance Cell for Kanyashree Prakalpa. Helpline no. bearing the number 91-9007462088 is there for the scheme under the cell.

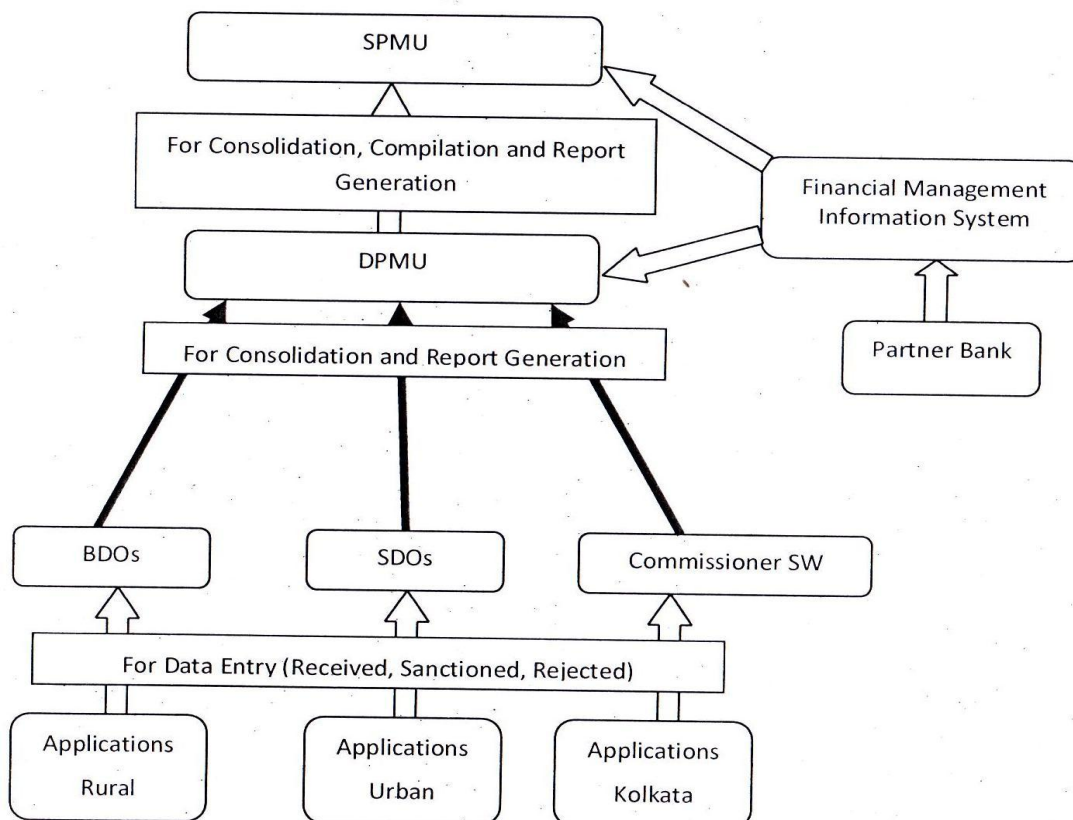
#### **Scheme Implementation Mechanisms**

- i. **Publicity of the Scheme and Identification of Beneficiaries**- Publicity of the scheme is arranged by the Department of Information and Culture through various Mass Media like print and electronic media, street plays, folk theatres along with the Angana Wadi Workers (AWW), Auxiliary Nurse Midwife (ANM), Accredited Social Health Activist (ASHA) workers, and school teachers through their daily work. In addition to this, the local bodies like panchayats and municipalities are also involved to identify and enroll the eligible beneficiaries in their respective areas.
- ii. **Capacity Building of concerned officials and functionaries**:-The Administrative Training Institutes and State Institute of Panchayat and Rural Development use to train the concerned officials and functionaries of the Scheme. Besides, the information on and procedures of implementation of the Scheme is recognized as a part of the regular training programme of ASHAs and ANMs (under NRHM), AWWs (under ICDS) and teachers (under SSA).
- iii. **Availability of Application Forms**: - Application Forms for the scheme and Forms for opening up of the Bank Accounts are available free of cost at the Secondary/Higher Secondary Schools to avoid misuse. Besides, the forms also are available on online in a downloadable format and in the offices/ organizations like local govt. offices, sub-divisional offices, offices of Commissioner of Social Welfare and District Social Welfare Officer, Block Development Offices, Office of Block Medical Officer of Health/Primary Health Centers, with ANMs/AWCs/ASHAs.
- iv. **Submission of Applications**: The applications for this Prakalpa submitted in the Secondary/ Higher Secondary and other Institutes of Education and Training. In addition to this, the applications are also received in the Block Development Offices of the concerned Block/Office of the District Social Welfare Officer, Borough Offices and Head Office of Kolkata Municipal Corporation/ Office of the Commissioner, Social Welfare etc. Submission of applications for the scholarship benefit and the one - time grant are open through the year.
- v. **Scrutiny & verification of Applications**:-All the received applications are forwarded to the offices of BDOs (rural areas), SDOs (urban/ municipal areas) and Commissioner, Social Welfare (Kolkata Municipal Corporation). After the scrutiny of documents and approval, the list of recommended and rejected applications with comments are forwarded to the sanctioning officer within one month of receiving the applications.



- vi. **Sanctioning of Applications:** - Within one month of receiving applications, the sanctioning officer issues orders that authorize the Partner Bank to transfer the sanctioned amount to the Bank of the approved beneficiaries. In all the districts except Kolkata, the District Magistrates act as the Sanctioning Officers. In case of Kolkata, the Commissioner, Social Welfare Department acts as the sanctioning officer and for GTA, Principal Secretary Acts as the sanctioning officer.
- vii. **Informing Beneficiaries/ Rejected Applicants:-**A list of sanctioned and rejected applications is displayed at the public centers like Angana Wadi Centers, schools, institutions, panchayat offices, offices of the BDOs, SDOs, Municipality, Borough Offices, KMC head office, office of the commissioner, social welfare and also becomes available in a downloadable format.
- viii. **Applications for renewal of scholarships-**Like the procedures for new applications, the applications of renewal scholarships are same except the submission of income certificate.
- ix. **Reporting and monitoring mechanism-** The Partner Bank provides monthly statements of disbursements under the scheme and consolidated reports from financial MIS to the DPMU and SPMU. Each DPMU provides a monthly statement relating to scheme coverage, expenditure and other administrative matters to the District Steering and Monitoring Committees and to the SPMU. The DPMU and SPMU periodically prepare monitoring reports on key performance indicators. The SPMU summaries all monthly statements and reports from all sources and prepares a grand report for this state steering and monitoring committees. Continuous concurrent evaluation of the scheme is done through the involvement of external independent agencies to ensure that the expected outcomes are achieved.

**The Administrative Structure of the Kanyashree Prakalpa is as under;**



*(Source: - Implementation guidelines of Kanyashree Prakalpa)*

### **Progress of the Scheme**

This scheme has been implemented w.e.f 1<sup>st</sup> April 2013 with the expectation to cover 18 lakh girls and 3.5 lakhs girls under the provision of annual scholarship and one time grant each year respectively. However, the progress of this scheme in Kolkata Municipal Corporation along with another supporting programme, “KanyashreeMela”, it was found that in the said mela 4149 no. of

forms were distributed from 10.01.2014 to 30.01.2014 and from 07.02.2014 to 24.02.2014. Recently this Scheme has been shortlisted among the best Projects in Public Administration by the United Nations Organisation (UNO,2014-15). Now focus is being given on providing Basic Education through Open Schooling, Skill development and livelihood support to girls who are school dropouts. Sources obtained from the Women Development & Social Welfare Department, it reveals that this Five Year Scheme has already covered 2.5 million girls and has set the target to cover another 1.3 million girls. For this, the Govt. of West Bengal is seeking technical & financial support from the World Bank for introducing "Kanyashree Plus" from 2016-2017. This innovative scheme of the Govt. of West Bengal targets those who are not enrolled in schools with the purpose to include them in the education system through open schooling and vocational training, deliver life skills and also facilitate them for their economic empowerment.

#### **Initiatives in Pipeline**

- 1) The State government is planning to introduce merit-based scholarship for Kanyashree beneficiaries opting for Higher Education.
- 2) To tie up with the Industrial Training Institutes to offer Vocational Courses to school practices.
- 3) To seek the help of World Bank for sparing resources in terms of training and entering into contracts with nationally acclaimed placement agencies for the placement of the girls.

#### **Conclusion**

No doubt Kanyashree Prakalpa will provide an impetus to increase the school attendance by reducing the girl drop outs from age 13 to 19 in School Educations. It is highly essential for the State - West Bengal where there is the existence of child marriage system in a large scale in its few districts. In addition to this, acceleration of RTE-SSA with focus on Bridge Courses for Older girls, ECCE Centers, Intensive Community Mobilization efforts, "Innovation fund" per district for need based interventions for ensuring Girls' attendance and retention, smooth functioning of Kasturba Gandhi Balika Vidyalays (KGBVs) should be geared up for the success of Girls Education at the School level in West Bengal. Besides, the recent initiatives like Beti Bachao, Beti - Padhao, Construction of Toilets with separate Girls' Toilets, National Scheme of Incentive to Girls for Secondary Education, scheme of construction and running of Girls' Hostel for students of Secondary and Higher Secondary Schools and the RMSA Schemes for girls should be properly worked out at the State level. As a result, girls will be properly educated with developing their self-sufficiency abilities and they will be lifted for their higher education and will be able to provide quality schooling if they seek to show their smiling faces as trained lady teachers in School Education and in not her job fields as efficient man powers.

#### **Strategies Suggested**

This Scheme will be progressed more with better satisfaction if the following suggestions will be taken care of with serious intention and action.

- 1) The percentage of fund earmarked for the said scheme from the budget of the department of women development and social welfare requires to be hiked minimum to ten percent.
- 2) Implementation Mechanism of the scheme needs to be transparent with the active involvement of all the functionaries assigned the tasks for the scheme.
- 3) The Monitoring Mechanism of the Scheme should be fastened in regular intervals both at the district & State level.
- 4) There should be a continuous feedback Mechanism to get immediate feedback & the progress of the scheme.

#### **References**

- DWDSW, (2013). *Kanyashree Prakalpa, Implementation Guideline*, Government of West Bengal: Kolkata (Author)
- Kolkata Municipal Corporation (2014). *Report on Kanyashree Prakalpa and Kanyashree Mela*; Kolkata (Author)
- The Times of India, (2015). *World Bank Support for Kanyashree 2.0*, 20<sup>th</sup> November, Kolkata Edition :( Author)
- <http://censusindia.gov.in/> <http://wbkanyashree.gov.in/> [http://wbkanyashree.gov.in/kp\\_schemr.php](http://wbkanyashree.gov.in/kp_schemr.php)  
<http://jolkona.org/report-on-girls-education-in-india/> <http://ssa.nic.in>

## **EMPOWERMENT OF MINORITY GIRLS THROUGH EDUCATION IN WEST BENGAL**

Saradindu Bera, Research Scholar, RIE Bhubaneswar

Dr. Ramakanta Mohalik, Assistant Professor, RIE Bhubaneswar

### **Abstract**

*The Indian Constitution is committed both to the idea of equality and to the preservation, protection and assurance of rights of minorities. Education remains a top priority in India and educating girls become further important in the country where women constitute fifty percent of human resources and are playing a vital role in shaping the economic, social, cultural and political fabric of the society. The National Commission for Minorities in India has identified Muslims, Christians, Sikhs, Buddhists and Parsees which constitute 20.22% of the total population of the country as religious minorities, while Hindus are the majority group. Among these various minorities, Muslims occupy an important position in Indian society. In West Bengal 29.47% people are minorities in respect of religious value. It has also been reported that the dropout of the Muslim Students from schools and other educational institutions is of higher rate. Female literacy among the Muslims is also significantly low and this is one of the important reasons of ignorance and illiteracy in Muslim community. Muslim girls' empowerment is crucial as they continue to be victimized by traditional social structure, social systems and social institutions of the community when modernization of women in India is a potential medium. The educational backwardness of majority of the Muslim women is one of the crucial factors for their way behind, employment and economic empowerment is also indispensable for raising status in social hierarchy and social change. Therefore, lack of education, economic dependency, poverty and ignorance of their rights has made them further vulnerable to exploitation. The role of education is facilitating social and economic progress is well accepted today. Improvements in the functional and analytical ability of children and youth through education open up opportunities leading to both individual and group entitlements. The education of girls empowers them and develops the capacity for them to lead a happy family life. The Government of West Bengal is committed for the welfare and education of minorities. The Government of West Bengal has been taking proactive roles in the education of minorities especially girls. 'Educate one man, you educate one person, but educate a woman and you educate a whole civilization'. Mahatma Gandhi.*

### **Introduction**

The role of education is facilitating social and economic progress is well accepted today. Improvements in the functional and analytical ability of children and youth through education open up opportunities leading to both individual and group entitlements. The education of girls empowers them and develops the capacity for them to lead a happy family life. The Indian Constitution is committed to the equality of citizen and the responsibility of the State to preserve, protect and the responsibility of the State to preserve, protect and assure the rights of minorities in matters of language, religion and culture. The United Nations Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities says that the promotion and protection of the rights of persons belonging to such minorities contribute to the political and social stability of the countries in which they live (Ahmed, 2012). Meeting their aspirations and ensuring their rights acknowledge the dignity and equality of all individuals and furthers participatory development (Elangovan,). The National Commission for Minorities in India has identified Muslims, Christians, Sikhs, Buddhists and Parsees which constitute 20.22% of the total population of the country as religious minorities, while Hindus are the majority group. Among these various minorities, Muslims occupy an important position in Indian society. It is observable phenomenon that the educational status of Indian Muslims is very low (Hossain, 2012). The status of Indian Muslims has a poor human development status because of widespread illiteracy, low income, irregular employment, high incidence of poverty. In this country the communities like Parsees, Christians and Hindus, had an earlier start in the educational field, while the Muslims entered into this field at a much later stage. Education is an indispensable means for helping the Muslims out of their economic misery because economic dependency is the major factor contributing to the low status of Muslims. Indian Muslims are far behind in achieving the literacy status because of their economic conditions, no availability of schools, more drop-outs, less likely to survive educationally, lack of resources in the available schools and low level of interest in education, lack of honest leadership in the community. It has also

been reported that the dropout of the Muslim Students from schools and other educational institutions is of higher rate. Female literacy among the Muslims is also significantly low and this is one of the important reasons of ignorance and illiteracy in Muslim community (Hossain, 2012). Again the adult education among the Muslims (both male and female) is significantly lacking. Beside formal education, the learning of new skills and technology is also not very satisfactory among the Muslim community. All these facts have shown that the ignorance and illiteracy are the characteristics of the Muslim society in India (Shazil and Asma, 2015).

### **Constitutional Provisions**

The Constitution of India ensures equal opportunities for all sections of citizens without any discrimination on the basis of belief, caste, creed, race, region or gender. In the light of constitutional provisions, girls hailing from any minority community enjoy, at least in principle, equal rights in education, employment and other fruits of the national progress. The constitution of India contains many Articles protecting the well being of minorities. The **Article 14** of the Constitution of India ensures equality of all before law and equal protection by the law. **Article 15** prohibits discrimination on the grounds of religion, race, caste, sex and place of birth. **Article 16** There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State. **Article 21** says that no person shall be deprived of his life or personal liberty except through the procedure by law. **Article 25** ensures freedom of conscience and the right to freely profess, practice and propagate religion. **Article 26** ensures right to manage religious institutions, religious affairs, subject to public order, morality and health. **Article 29** protects minorities' right to conserve their language, script or culture. **Article 30** provides for the protection of the interest of minorities by giving them a right to establish and administer educational institutions of their choice. **Article 39:** The State shall, in particular, direct its policy towards securing— that the citizens, men and women equally, have the right to an adequate means of livelihood. **Article 45:** The State shall Endeavour to provide early childcare and education for all children until they complete the age of six years. **Article 51:** It shall be the duty of every citizen of India – to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women. **Article 347, 350** highlight all the matters relating to the safeguards provided for the linguistic minorities and their development (GOI, 1991).

### **Religious Demographics in India**

The religious data on India Census 2011 was released by Government of India on 25 August 2015. Hindus are 79.8% (96.63 crore) while Muslims are 14.23% (17.22 crore) in India. First time, a "No religion" category was added in the census in 2011. 28.7 lakhs were classified as people belonging to "no religion" in India in 2011 census- 0.24% of India's population of 121 crore. Below is the decade-by-decade religious composition of India till 2011 census. There are six religions in India which have been awarded "National minority" status- Muslims, Christians, Sikhs, Janis, Buddhists and Paris (Census, 2011).

**Table.1. Population trends for major religious groups in India (1951–2011)**

<b>Religious Groups</b>	<b>Population (%)</b>						
	<b>1951</b>	<b>1961</b>	<b>1971</b>	<b>1981</b>	<b>1991</b>	<b>2001</b>	<b>2011</b>
Hinduism	84.1%	83.45%	82.73%	82.30%	81.53%	80.46%	79.80%
Islam	9.8%	10.69%	11.21%	11.75%	12.61%	13.43%	14.23%
Christianity	2.3%	2.44%	2.60%	2.44%	2.32%	2.34%	2.30%
Sikhism	1.79%	1.79%	1.89%	1.92%	1.94%	1.87%	1.72%
Buddhism	0.74%	0.74%	0.70%	0.70%	0.77%	0.77%	0.70%
Jainism	0.46%	0.46%	0.48%	0.47%	0.40%	0.41%	0.37%
Zoroastrianism	0.13%	0.09%	0.09%	0.09%	0.08%	0.06%	n/a
Other religions / No religion	0.43%	0.43%	0.41%	0.42%	0.44%	0.72%	0.9%

### **Religious Demographics in West Bengal**

According to the Census-2011, West Bengal is the fourth most populous state in India with a population of 91,347,736 (7.55% of India's population). Bengalis comprise the majority of the population. The Marwaris, Bihari and Odia minorities are scattered throughout the state;

communities of Sherpas and ethnic Tibetans can be found in the Darjeeling Himalayan hill region. The Darjeeling district has a large number of Nepalese immigrants. West Bengal is home to indigenous tribal *Adivasis* such as Santhal, Kol, and Toto tribe. There are a small number of ethnic minorities primarily in the state capital, including Chinese, Tamils, Gujaratis, Anglo-Indians, Armenians, Punjabis, and Parsis. India's sole Chinatown is in eastern Kolkata (Census, 2011).

**Table.2. Religion in West Bengal comparison with India (2011)**

Religious Groups	India	West Bengal
Hinduism	79.80%	70.53 %
Islam	14.23%	27.01%
Christianity	2.30%	0.72 %
Sikhism	1.72%	0.06 %
Buddhism	0.70%	0.30 %
Jainism	0.37%	0.06 %
Zoroastrianism	n/a	
Other religions / No religion	0.9%	1.03 %

As of 2011, Hinduism is the religion followed by 70.53% of the total population, while Muslims comprise 27.01% of the total population, being the second-largest community as also the largest minority group; Sikhism, Christianity and other religions make up the remainder. The state contributes 7.8% of India's population. Hindu population is 6, 43, and 85,546 in West Bengal while Muslim population is 2, 46, 54,825 as per 2011 census. The state's 2001–2011 decennial growth rates was 13.93%, lower than 1991–2001 growth rate of 17.8%, and also lower than the national rate of 17.64%. The gender ratio is 947 females per 1000 males. As of 2011, West Bengal has a population density of 1,029 inhabitants per square kilometer (2,670/sq mi) making it the second-most densely populated state in India, after Bihar.

### **Literacy Status**

Literacy and education are important indicators in a society and play a central role in human development that impacts overall social-economic development milieu. Higher levels of literacy and education lead to better attainment of health and nutritional status, economic growth, population control, empowerment of the weaker sections and community as a whole (LARRDIS, 2013). Also, higher literacy rates improve development indicators consistently. Census obtains information on literacy for every individual, as this is recognized as one of the most important social characteristics.

**Table.3. Literacy Rate in Comparison to Other Religious Communities**

Population	Hindus	Muslims	Christian	Sikhs	Buddhist	Janis	Total
Male	81.12	64.61	77.20	91.37	83.09	96.46	77.02
Female	63.09	49.75	62.30	81.98	66.22	88.87	59.61
Total	72.44	57.47	69.72	87.19	74.73	92.81	68.64

Source: Nazmul Hussain, Md. Zahir Abbas and Saba Owais: Islam and Societies, 2012.

The above table reveals the inter-religious disparities in literacy level of West Bengal. Condition of the Muslims is worse than that of all other religious communities of the state; they recorded lowest literacy rate among the religious groups as only 57 of them are literate. Literacy level of Bengali Muslims are not only less than the state's and national average literacy level but also national Muslim average literacy level, where only 64.61 per cent of males and 49.75 per cent of females are literate, or in vice-versa they are the most illiterate religious community in the state of West Bengal. The highest literacy level is found among Jain (92.81 per cent), while Sikh accounted for 87.73 per cent and Buddhist and Christian with 74.73 per cent and 69.72 per cent of literacy level respectively, occupy third and fourth position among the six religious group of the state.

### **Problems of Minority Education**

Indian culture is distinct in nature where each ethnic group has the liberty to maintain their Religious identity. Muslim society of India is very heterogeneous in nature mainly because of the influence of caste system; Muslims are among most backwards in India. They are not taking care of their educational advancement by the advantage of constitutional provision. The problem of backwardness

is a long term process. Muslims are far lagging behind than the other communities in terms of economically, socially, educationally as well as politically (Shazli and asma, 2015). There are various reasons for Muslim being educationally backward which are-

- The anti– Muslim attitude taken by British before independence to curtail the educational and employment opportunities of the community has laid a drastic impact on their socio-economic condition. The Muslims are facing the same problem even today. This attitude towards Muslims has pushed them in more backwardness.
- Muslims are facing socio-economic poverty from past. Their vision is blurring towards education because majority of Muslim parents are illiterate, they are unaware about the importance of modern education. They live in large family size and give greater importance to early marriages (Rehman and Hoffler, 2010). There is absent of vocation education to improve their image to develop through education.
- There is negative attitude towards girls’ education among Muslims. Due to hurdles from family they lose the zeal to achieve something through education and thus they themselves do not have academic interest. If at all they are fortunate enough to go to a good school, they are often discouraged to go for higher education, especially overseas. There is often misconception regarding the “purity” of girls if they have studied in Universities, or have traveled abroad. The most important reason is that there is difficulty in finding educated groom if the girl becomes highly educated.
- As identified by Sachar Committee that normally Muslim Settlements are systematically deprived of access to infrastructure and public services like power, piped water supplies and sewerage. Muslim community is living in low income, filthy and poor living conditions (GOI, 2006).
- Muslims are having poor facilities in their schools as well as proper education is also absent. Most of the schools are traditional, having problem of medium. The education is also not linked with employment opportunities.

### **Remedial Measures**

Educational development of Muslims is a gradual phenomenon. The emergence of some premier Muslim educational institutions across the country has tremendously improved the prospects of the community in the sphere of both streams of education (Waheed, 2010). Some suggestions are given below regarding the educational upliftment (Shazli and Asma, 2015):

- Increase in awareness among Muslims about the importance of education, various employment opportunities, self employment schemes as well as resultant economic well being through it.
- The Government should give more emphasis towards the concept of small family size for the improvement of socio-economic condition of Muslims.
- Governmental incentives and scholarships are also necessary for the poor and deprived Muslims. Muslims should be provided reservation in higher education and elite institutions such as the IITs and IIMs. Thus access to higher education in general and the need for offering it to all at affordable cost is required.
- Modernization of Madarsah education to raise the educational status of traditional Muslims and there should be integration of vocational education with religious instruction in Madarsahs. There is also need to link Madarsahs with higher secondary school board.
- There is need to develop more girls’ school to minimize the problem of accessibility of schools. Parents should develop positive attitude towards girls’ higher education.
- Government should develop Strong organization for improving the condition of all centers of primary, secondary and higher learning in India. Various educational schemes chalked out for implementation of recognition of minority education, coaching classes for competitive examination etc.
- There is need of genuine social and political leader to reform the backbone of Muslim community (GOI, 2006).

### **Major Initiatives for the Empowerment of Minority Girls**

The Government of West Bengal believes that the cause of backwardness—be it in numbers or in opportunities—deserves a special and soulful attention in a more dutiful manner than merely

sympathetic as the minorities are best considered the cocoons of the development texture. The State Government's efforts two-winged in this direction—one for the minority section, which is mainly consisted of communities like Muslims, Christians, Buddhists, Sikhs and Parsis, and the other for people belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes (OBCs). It needs an incidental mention here that Muslims constitute 96% of the minority section in West Bengal. In 1996, the Minority Development and Welfare Department was formed in order to formulate programmes concerning the social security, economic development, education and other matters in relation to an overall growth of minorities. Given the fact that the state is not independent of the strata socio-economic conditions prevalent across the country, it still reserves the pride of being one of the very few states in India to have empowered the minority in fair shares.

#### **West Bengal Minority Commission**

The West Bengal Minority Commission was constituted on August 30, 1996, with the purpose of reviewing implementation of government policies and programmes for minorities living in West Bengal. The commission also places proposals incorporating its recommendations for additional steps to be taken in this regard after a thorough preview of matters related to social, economic, educational and cultural developments of minorities with the aim of safeguarding their interests as provided for in the Constitution and various union and state enactments (Government of west Bengal, 2010). The commission acts as a body for arbitration in settling the disputes too. It has put forward a proposal for a socio-economic survey to be conducted by the Indian Statistical Institute to procure information about health, number of children per family, income, representation in services, male-female ratio etc. The information thus updated is expected to help out as pointers to welfare programmes for the minorities in a special way.

**Table.4. West Bengal Minorities Development and Finance Corporation Education Scheme**

<b>Target Group</b>	<b>Name of the scheme</b>	<b>Particulars of scheme</b>	<b>Eligibility Criteria</b>
Meritorious Students of Class XI & Above.	State Govt. Stipend to Meritorious Minority Students	Yearly stipend to meritorious students@ Rs 6000/-, 9000/-, & 14400/- for HS, Graduation and Post Graduation Levels Respectively. Technical & Professional course sat Graduate and Post Graduate level not allowed.30% scholarship reserved for girls.	Minimum percentage of marks in previous final exam - MP orequv.65%, HS orequv.60%,Graduation 50%.Students of Madrasa system and other Boards are also eligible. Annual Family income up to Rs80,000/-
Poor Students of Class XI & above	Post Matric Scholarship to Minority Students (centrally sponsored)	Yearly maintenance to students @ Rs 1400/-& 2350/-, 1850/-, & 3350/-, 3300/- & 5100 for Class XI & XII, Graduation and Master Levels respectively plus college fees.30% scholarship is reserved for girls. Technical & Professional course sat Graduate and Post Graduate level not	Should have secured 50% marks in previous final exam. Annual Family income up to Rs2.00 lakh. Students having the lowest Family income will get the 1 <sup>st</sup> preference.The selection is made as per family income in ascending order.

		allowed.	
Poor Students from class 1 to 10	Pre-Matric Scholarship	Yearly maintenance to students @ Rs 7200/- for hosteller and @Rs. 1000/- for day scholar of Class VI to X and @Rs.1000/- for Class I to V respectively.	Should have secured 50% marks in previous final exam. Annual Family income up to Rs 1.00 lakh.
Poor Students	Haji Md. Mohsin Scholarship	Scholarship to needy and deserving candidate's @Rs1000 to 3000/-per year.	Minimum percentage of marks in previous final exam-MP or equiv.65%, HS or equiv.60%, Graduation 50%.Students of Madrasa system and other Boards are also eligible. Annual Family income up to Rs 80,000/-
Professional or Vocational Students at UG or PG level e.g. B. Tech, LLB, MCA etc.	Merit –cum- Means Scholarship	Technical & Professional courses at Graduate and Post Graduate level are only eligible. 30% scholarship reserved for girls.[Full course fee for some of the listed institutions e.g. IIT, Etc(list available in the scheme Below)]. Up to Rs 20,000/- course fee plus Rs 10,000/- maintenance allowance for hosteller and Rs 5000/- for day scholar students	Should have be unselected through some selection test. If on 1st come 1st serve basis, then should have secured at least 50%marks in previous final exam. Selection will be made on merit. Annual Family income up to Rs 2.50 lakh.
Students of Professional or Vocational Courses	Education Loan (Interest Free on timely repayment)	Recognized Technical & Professional courses preferably at Graduate and Post Graduate level Short term courses having high are also considered on merit. Up to Rs 2.5 lakh @ Max. 50000/- per year.	Should have been selected through some selection test. If on 1 <sup>st</sup> come 1st serve basis, then should have secured at least 50% marks in previous final exam. Selection on merit and employability of the course
Youths Educated up to Class VIII & Above	Vocational Training	Vocational Training e.g. Computer, Call Centers, Kantha stich, Zari works etc	Passed at least class VIII
Youths willing to sit for competitive exams for jobs or profession	Coaching & Allied Scheme	Coaching is provided for: admission in technical and professional courses such as engineering, medical, Management and IT etc; also for job in private sectors like BPO,	1) Criteria for coaching institute-All universities, colleges, Institutes run by private/ govt. / NGO swith three years experience& very good success rate. 2) Students should have



al courses		IT, Retail, Biotechnologist. Coaching fee uptoRs.20000/- paid to the institute. Monthly stipend to the students @ Rs. 1500/- and750/- p.m. for outstation and local students respectively.	requisite percentage of marks in the qualifying exams. Family income below Rs.2.5 lakhs p.a. Benefits of coaching for a particular course once only.
Term Loan Scheme	Loan up to Rs. 1 Lakh	Any viable scheme. Annual Family income below Rs.40, 000/- for rural areas and below Rs. 55000/- for urban areas A Guarantor is required. Application in prescribed format. Repayment in 20Quarterly installments.	Every Year from 2nd week of February to 1st week of March and 2nd week of August to 1st week of September.
Cluster Loan Scheme	Loan up to Rs. 25,000	Without Guarantor In selected cluster areas (one or two GPs or few wards of Municipality/ Municipal Corporation). Application form sold from & Received at pre-announced place &time. Repayment in 30 monthly installments in 2.5 years	As and when launched in the area Minority Assistance cell at the District magistrates Officer Field Supervisors of WBMD FCC on cerned GP office or SDO office
Micro Financing Scheme	Small loans provided to members of Self-Help Group through NGOs.	NGO must be at least three years Old Have sufficient experience in Micro Financing Good record of repayment	Round the year Minority Assistance cell at the District Magistrate Office Or Field Supervisors of WBMDFC
Rokeya Sakhawat Gas Oven Micro-credit Scheme	Small loans And gas connection is Provided.	NGO must be at least three years Old Have sufficient experience in Micro Financing Good record of repayment	Round the year Minority Assistance cell at the District Magistrate Office Or Field Supervisors of WBMDFC

### **Welfare Activities of State Government for Minority Girls**

The Government of West Bengal which is sincerely committed to minority development is implementing a series of welfare activities, specially for the womenfolk. Whether it is development of economic condition of a family or education, the endeavour of the state Government is unprecedented in all essential issues.

**1. Hostel for Girl Students:** Considering the facts of illiteracy, particularly among the Muslim women, this Department has taken up the scheme for construction of hostels for providing facilities to Muslim Girls' coming from the remote areas of the districts.

**2. Alia University Girls' Campus:** A campus for only girl students of Alia University is under construction at Gorachand Road, Park Circus. Here the vocational courses, B. Ed, PTTI and the paramedical courses will be taught. Courses will be conducted in Bengali and Urdu languages.

**3. Girls in Madrasah Education:** In Madrasahs nearly 65% of the students are girls. With a view to encourage girl students in education, senior Madrasah students from class I to V and high Madrasah students from class V to VIII are offered school dresses free of cost. Grant @ Rs. 100 per month is paid to girl students from class VIII to XII. A student is paid Rs. 250 per annum for purchase of books as book grant.

**4. Vocational Training:** The centre for vocational studies under Alia University has introduced a number of vocational training courses. Some of these are mainly for minority women, e.g. jari works, food processing etc. The State Government bears 90% of the training cost of a trainee and the rest is borne by the trainee concerned.

**5. General Stipend for Minority Girls belonging to economically weaker families:** This stipend specially for weaker section of minority girls students, (i) H.S or equivalent 50% Rs. 5,000, (ii) Under graduate or equivalent 50% Rs.7,500, (iii) Post graduate or equivalent 50% Rs.12,000.

**6. Swami Vivekananda Scholarship:** "Swami Vivekananda West Bengal Government Merit-cum-Means Scholarship Scheme" introduced for providing financial assistance to the poor and meritorious students of West Bengal pursuing higher studies. The students of Post-Madhyamik levels in regular courses who are domiciled in West Bengal and studying in one of the educational institutions of this state after passing out from the State Board / Council of Secondary / Higher Secondary Education and Madrasah Siksha Parishad or a University of West Bengal, set up by State Act, whose annual family income is Rs. 80,000/- or less may apply for this scholarship provided their educational qualifications are as follows:- 1) For Scholarships at Higher Secondary level (@ Rs. 500/- p.m.) At least 75% in aggregate in Madhyamik Pariksha or its equivalent as stated above excluding optional elective subject. 2) For the Under Graduate level scholarships (@ Rs. 750/- to Rs. 1500/- p.m.) Candidates must obtain at least 75% marks, consisting of two language subjects and three best elective subjects. 3) For scholarships at Diploma (Polytechnic) level (@ 750/- p.m.) Students who are enrolled after passing-out in Secondary (M.P.) Examination or its equivalent. 4) For the Post Graduate level scholarships (@ Rs. 1200/- to 1400/-) At least 55% marks in Honours subjects at the Graduation level.

**7. Chief Minister Relief Fund Scholarship:** Candidates should have required minimum 65% aggregate marks in class 10th Level (For Higher Secondary Level Scholarship) / Candidates should have required minimum 60% aggregate Marks in Higher Secondary Level (For Under Graduate Level Scholarship) / Candidates should have required minimum 55% great marks in Honours Subject in Graduation Level (For Post Graduation Level Scholarship).

**8. Saboojsathi:** To reinforce the positive impact of increased education Government decide to distribute bi-cycle for minority girls (Class-IX-XII) with free of cost.

**9. Sikshashree:** The objective of the scheme is to provide financial assistance to the SC/ST students reading in classes V to VIII to improve their participation in Pre-matric stages and minimize the incidence of drop-out especially in case of girl students.

**10. Kanyashree Prakalpa:** Kanyashree Prakalpa seeks to improve the status and well being of girls, specifically those from socio-economic disadvantaged families through conditional cash transfer by: (i) incentivizing them to continue in education for a long period of time. (ii) disincentivizing marriage till at least the age of 18, the legal age of marriage, thereby reducing the risk of early pregnancies, associated risks of maternal and child mortality, and other debilitating health conditions. (iii) It is also decided that the scheme should confer more than just monetary support; it should be a means of financial inclusion and a tool of empowerment for adolescence girls. (iv) To reinforce the positive impact of increased education and delayed marriages, the scheme also works to enhance the social power and self-esteem of girls through a targeted behavior change communication strategy. The communication strategy not only builds awareness of the scheme, but includes adolescent- friendly approaches like events, competitions and Kanyashree clubs, and the endorsement of strong women figures as role models to promote social and psychological empowerment.

## Conclusion

This state is free from communalism and casteism. A powerful democratic movement is always on the alert to strengthen secularism and social tolerance. The common people are in favor of healthy ambience and tolerance. Yet there is no room for complacency. People in West Bengal take pride in the pluralistic society that they live in. A perfectly multi-dimensional development is not possible without associating people from all the tiers of society. It is the duty of us all to take care of economic, political and cultural interests of the people belonging to minority and other backward classes. West Bengal has played an exemplary role in this regard during the last three decades. The Government of West Bengal is totally committed for the uplift and well being of Minorities. The Government constantly reviews the implementation of the welfare measures for the Minorities. The Government is very keen to promote the education of Minorities especially girls as it will bring about a lot of changes in the lives of these children. The Government of West Bengal strongly believe that the education and empowerment of minority students will bring forth egalitarian society and positive changes in the society that are equitable, permanent and long lasting.

## References

- Ahmad, R. (2012). Empowerment of Minorities in the Twelfth Plan and a National Muslim Poor Children's Educational Trust, in *Empowerment of Indian Muslims: Perspectives, Planning and Road Ahead*, eds. M. A. Beg and A. R. Kidwai, New Delhi: Concept Publishing Company Pvt. Ltd.
- Census of India, (2011). Directorate of Census Operation, New Delhi.
- Census of India, (2011). Religion wise population details. Directorate of Census Operation, New Delhi.
- DISE Analytical Report 2012-13* by Arun C.Mehta, NUEPA, New Delhi-16.
- GOI (2006), "Social, Economic and Educational Status of the Muslim Community of India – A Report", Prime Minister's High Level Committee, Cabinet Secretariat, Government of India (Chairperson- Justice Rajindar Sacher). New Delhi.
- GOI, (1991). The Constitution of India.
- GOI, (2012). Committee on Girls Education, National Commission for Minority Educational Institutions Ministry of Human Resource Development, New Delhi.
- Government of West Bengal, (2010). Report of The Steering Committee on 'Empowerment of Minorities' Information & Cultural Affairs Department, Women Empowerment Programme Under Minority Affairs & Madrasah Education Department, Kolkata.
- Hussain, Nazmul et al, (2012). Muslims in West Bengal: Trend of Population Growth and Educational Status, *Islam and Muslim Societies*, Vol.5 (1), 45-50.
- Jawaid, M. A et al Ed, (2007). *Minorities of India- Problems and Prospects*, Indian Council of Social Science Research in association with Manak Publications Pvt. Ltd, New Delhi, p.33-36.
- Ministry of Human Resource Development, (2013). Report of the Standing Committee of the National Monitoring Committee for Minorities Education, New Delhi. Parliament Library and Reference, Research, Documentation and Information Service (LARRDIS) (2013). Minority Education, Lok-Sabha Secretariat, Members' Reference Service Reference Note .No. 32/RN/Ref./December/2013.
- Rehman, J. and Hoffler, H. (2010). Regional/International Frameworks of Minority Protection in Europe and South Asia in S. K. Das (Ed.), *Minorities in South Asia and in Europe: A New Agenda*, (KOLKATA: SAMYA, 2010) 278-310.
- Waheed, A. (2010) *Minority Education in India: Issues of Access, Equity and Inclusion* by; Serials Publications,
- Census report: <http://www.censusindia.gov.in>
- District Information System for Education :<http://www.dise.in>
- KanyashreePrakalpa: [http://wbkanyashree.gov.in/kp\\_home.php](http://wbkanyashree.gov.in/kp_home.php)
- Ministry of Minority Affairs, Government of India:  
<http://www.minorityaffairs.gov.in/newsite/sachar/sachar.asp>Implementation: <http://www.minorityaffairs.gov.in/newsite/sachar/sachar.asp>
- Saboojsathi Prakalpa for Free Bi-Cycle: <http://wbscstcorp.gov.in/wbsaboojsathi/>
- West Bengal Chief Minister Office Relief Fund Scholarship: [www.wbcmo.gov.in](http://www.wbcmo.gov.in)

## TEACHERS' ATTITUDE, BELIEF AND BEHAVIOR TOWARDS INCLUSION OF SC/ST CHILDREN IN PRIMARY SCHOOLS

---

Dr. Poonam Singh Kharwar, Assistant Professor, Faculty of Education, B.H.U., Kamachha, Varanasi-221010, E-mail [poonam.kharwar3@gmail.com](mailto:poonam.kharwar3@gmail.com)

### *Abstract*

*Low elementary education achievement status of SC/ST children in Bihar indicates more concerted efforts toward inclusive education. There are several key elements necessary in the shift towards inclusion. Present study was conducted among primary school teachers of Kaimur district of Bihar to assess prevalent key elements in view of inclusion. 38.1 percent teachers believe that SC/ST child is a problem in inclusive approach, 76.87 percent teachers believe that education system is a problem in inclusion, 74.74 percent believe that SC/ST child needs adequate attention/equipment for inclusive practice, 88.75 percent believe that SC/ST child needs suitable environment. 92.49 percent teachers agree with positive aspects of inclusion and 40.62 percent disagree with negative aspects of inclusion. 94.06 percent teachers perceived that curriculum of primary education needs fostering in view of inclusive practice. 74.99 percent teachers have positive perception toward family support of SC/ST children in practice of inclusion. Present study analyzes several factors responsible for inclusion practices such as teacher's believe, attitude and practices along with curriculum and family support to SC/ST child and concludes that their assessment would certainly help in overcoming prevalent barriers of inclusive education in primary education to desired level by providing necessary corrective inputs to policy makers as well as service providers.*

---

### **Introduction**

Government of India constituted several commissions and framed policies for achieving the goal education for all; still many children remain out of school indicating lack of inclusion. These commissions have recommended education of deprived & marginalized children with equity, fairness and quality i.e. inclusion. The major objective of modern society is the development of inclusive processes to provide social equality, qualitative education and culture of open relationship. Lack of inclusion and fairness fuels school failure, of which dropout is the most visible manifestation. Achievement in primary education in India is also lagging behind the target.

**Dropout rate:** Dropout rates (in class 1 to 5) during 2010-2011 were- in all categories at all India 27% (boys 28.7, girls 25.1), in SC 26.7% (boys 29.8, girls 23.1), in ST 35.6% (boys 37.2, girls 33.9). Dropout rates in Bihar were- in all categories 27% (boys 28.7, girls 23.1), in SC 38.8.7% (boys 40.9, girls 35.9), in ST 27.1% (boys 31.6, girls 29.8) as per Statistics of School Education 2010-11. So SC/ST students have comparatively higher dropout rates in Bihar in corresponding year and among them it varies according to their categories. So these marginalized groups require more concerted efforts for primary education by inclusive approach.

**Achievement of Millennium Development Goal 2:** MDG goal to achieve universal primary education in India is also lagging behind the target. Net primary enrolment ratio is the ratio of the number of children of official school age (as defined by the national education system) who are enrolled in primary school to the total population of children of official school age. The Net Enrolment Rate (NER) in primary education (age 6-10 years) was estimated at 84.5% in 2005-06 and the NER has increased to 88.08% in 2013-14 (U-DISE, 2014-15), and is unlikely to meet the target of universal achievement of 100%. Similarly NER in Bihar during 2013-14 was 91.66% lagging behind the target. One of the goals of the Sarva Shiksha Abhiyan (SSA) has been to achieve universal retention by enabling children enrolled in Class I to complete eight years of elementary education. Universalisation of primary education addresses two major target groups, the out of school children during the primary school going age and the children who were forced to drop out even before completion of primary grade classes due to social and /or economic impediments. The survival rate to grade 5 (proportion of pupils starting grade 1 who reach grade 5), is the percentage of a cohort of pupils enrolled in grade 1 of the primary level of education in a given school year who are expected to reach grade 5. The ideal result from a cohort study is at present not available in the official statistics of the country. Strengthening of the school information system has been accorded top priority from the very beginning of the SSA, as a result of which the coverage of District Information System on Education (DISE) was extended to all states and districts of the country. The

results from DISE report 2011-12, shows a steady increasing trend over the years in the estimate of the indicator 'ratio of enrolment of Grade V to Grade I' from 78.08 in 2009-10 to 86.05 in 2011-12 (Govt. of India, 2015). These figures indicate social and /or economic impediments and direct the need of inclusive education.

**Key elements in the shift towards inclusion:** Important key elements necessary in the shift towards inclusion are as under (UNESCO, 2005):

1. ***Change as need towards inclusion:*** Incorporating inclusion as a guiding principle typically requires changes at the education systems as well as the societal level, and this change process is frequently faced with several challenges. "Good change processes develop trust, relevance and the desire to get better results. Accountability and improvement can be effectively interwoven, but it requires great sophistication" (Fullan, 1999). Reforming school systems to become inclusive is not only about putting in place recently-developed inclusive policies that meet the needs of all learners, but also about changing the culture of classrooms, schools, districts and universities etc. Change processes towards inclusion often begin on a small scale and involve overcoming some obstacles. Teachers who regard themselves as learners in the classroom as more likely to successfully facilitate the learning of their pupils. The sensitivity they acquire as a result of reflecting on their own attempts to learn new ideas or new ways of working is influential in terms of the way children are dealt with in their classes. Focusing on quality education for enhanced inclusion implies identifying strategies for overcoming or eliminating the barriers to full participation for vulnerable individuals which experience discrimination, marginalization and exclusion. It is necessary to understand the barriers to change when implementing inclusive policies and practices.
2. ***Teacher as a key player in support of inclusion:*** Teachers, parents, communities, school authorities, and curriculum planners, training institutes and entrepreneurs in the business of education are among the actors that serve as valuable resources in support of inclusion. Some (teachers, parents and communities and the curricula) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion process. The optimal learning environment for inclusion depends largely upon the relationship among teachers, parents, other students and society. The discussion of a pupil's progress and difficulties needs involvement the pupil and the pupil's parents. Thus, it is the regular teacher who has the utmost responsibility for the pupils and their day-to-day learning.
3. ***Attitudes affect inclusion:*** The attitudes in society direct the actions, level of commitment and services provided to traditionally excluded groups. Teacher attitudes and tolerance are the vehicles for the construction of an inclusive and participatory society. It has been shown that teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as "challenging". Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes. Several studies have revealed that negative attitudes of teachers and adults (parents and other family members) are the major barrier to inclusion; children do not have prejudices unless adults show them. Negative attitudes towards differences and resulting discrimination and prejudice in society manifests itself as a serious barrier to learning. It is overcome through the practice of inclusion and is not a necessary pre-cursor to the process. Thus, introducing inclusion as a guiding principle in these different areas has implications for teachers' attitudes. Changes in attitudes involve significant changes in conceptions and role behavior.
4. ***Accessible and flexible curricula as a need for inclusion:*** EFA 2005 Report mention, "One way to move towards a relevant, balanced set of aims is to analyze the curriculum in terms of inclusion. Accessible and flexible curricula serve as the "key" to creating "schools for all".
5. ***Other important elements in practice of inclusion:*** Looking at education through an inclusive lens implies a shift from seeing the child as a problem to seeing the education system as a problem. There are many misconceptions surrounding inclusion that often serve

as obstacles to adopting an inclusive approach at the policy level. Overcoming these misconceptions is one of the challenges to change.

### **Relevance and Objectives of the Study**

Bihar is among the most economically backward states of India. The poverty estimate show that total Poverty Head Count Ratio (PHCR) at all India level is 21.9% in 2011-12 but in Bihar it is 33.74%. The Poverty Gap Ratio indicates the depth of poverty; the more the PGR, the worse is the condition of the poor. During 2011-12 PGR at all India was 5.05 but in Bihar 6.24. People living in poverty are often socially excluded and marginalized. Poverty figures in Bihar indicate magnitude of problems among marginalized people and SC/ST contributes to most. SC/ST students have comparatively higher dropout rates in Bihar, their NER is lagging behind the universal target, and their survival rate to grade 5 is low. These figures indicate drastic need of inclusive education in Bihar.

Keeping the elementary education achievement status of SC/ST children in Bihar indicating more concerted efforts toward inclusive education and the key elements contributing in the shift towards inclusion, it appeared desirable to conduct present study in Bihar primary schools as limited pilot project with a view to find out prevalent key elements as important contributing factors in inclusive education in primary education as universal target. The present study was conducted keeping following objectives in mind:

1. Assessment of teachers' beliefs toward SC/ST children in primary schools of Bihar.
2. Assessment of teachers' beliefs toward existing educational system.
3. Assessment of teachers' beliefs toward the SC/ST children's need of adequate attention/equipment for equity in primary schools of Bihar.
4. Assessment of teachers' beliefs toward the SC/ST children's need of suitable environment for equity in primary schools of Bihar.
5. Assessment of teachers' attitude toward implementation of inclusion.
6. Assessment of teachers' perception toward inclusiveness in curriculum in primary schools of Bihar.
7. Assessment of teachers' perception toward family support of SC/ST children.

### **Review of Related Studies**

Burke and Sutherland (2004) suggested that successful inclusion depends on the attitude of the staff who works most closely with students. Jordan and Stanovich (2004) stated that differences in beliefs are associated with differences in practice; successful inclusive practices have a positive impact on teachers' beliefs about inclusion (Smith, 1997; Jordan and Stanovich, 1998). Alquraini and Gut (2012) mentioned effective instruction practices to improve access to core general curriculum, peer support for students, assistive technology, and administrative support, professional development training, and effective involvement and support of parents or families in inclusive settings as successful practices on inclusive education. Burke and Sutherland (2004) found that giving teachers enough training in inclusive classrooms helps foster positive attitudes toward inclusion. Burke and Sutherland (2004) found that negative attitudes toward inclusion may come from a perceived lack of knowledge on the part of teachers. Salend and Duhaney (1999) mentioned that teacher beliefs regarding school factors affect teacher attitudes on inclusion practices. Dworet and Maich (2007) also observed that teachers who experience success in inclusive classrooms are more likely to feel positively about inclusion. NSSO (1998) indicated that main reason for children's dropping out of school as child not interested in studies. Jayachandran (2006) found that the child and parents are not interested in studies is major factor of dropout. Singh (2013) found that dropouts rated their teachers having least favourable attitude towards poor and deprived children. Bearne (1996) mentioned that adopting a differentiated approach is required in which teachers proactively modify curricula, teaching methods, resources, learning activities, and student products - to meet the diverse needs of individual students. Gay (2000) mentioned that culturally responsive teachers are required to use the cultural knowledge of ethnically diverse students to make better learning. Sedwal and Kamat (2008) found that teachers and school administrators in subtle and overt ways convey their prejudices and biases towards children from SC/ST backgrounds. Dreze and Gazdar (1997) and Batra (2005) also support this fact. Batra (2009) and Brinkmann (2013) have highlighted that

Indian teachers' traditional pedagogy is grounded in deeply-rooted cultural attitudes on factors such as caste, social inequality which make it difficult for existing practices to change. Jha and Jhingran (2005), identifies teachers' and officials' cultural attitudes as the root of the discrimination that children belonging to deprived communities face in India. The RTE Act 2009 and NCF 2005 have called for a shift in the paradigm of teacher education, and highlight the need for teachers to be sensitive to each child's unique requirements, provide child-centered teaching-learning and understand the diversity in their social-cultural contexts, teacher play specifically in making equitable education and schooling a reality.

### **Methodology**

**Sample:** Out of total 38 districts in Bihar, Kaimur district was selected by random sampling. All teachers working in primary schools of Kaimur district were taken as study population. Bare, Ratwar, Pipariya, Mohania, Sariyaon, Kesharia villages of Kaimur were selected by random sampling. Total 40 teachers were taken as sample by incidental method.

**Tool:** Questionnaire consisting of total 47 items based on statements of various key elements in shifting towards inclusion relevant in study group was used to obtain information on the issue. The questionnaire was constructed by the researcher after consulting with experts in the relevant field. It contains 8 items related to teacher's belief toward SC/ST children, 12 items related to teacher's belief toward education system, 4 items related to teacher's belief toward the child's need of adequate attention/equipment and 2 items to teacher's belief toward the child's need of suitable environment, 8 items related to teacher's attitude toward implementation of inclusion, 9 items related to teacher's perception toward inclusiveness in curriculum in primary education and 4 items related to teacher's perception toward family support of SC/ST children. The Questionnaire was rated with 5 point scales. It was piloted with 5 teachers in view of testing for clarity, feasibility and appropriateness for the students. Questionnaires were administered to the target group.

**Ethical considerations:** The investigator adhered to all the ethical concerns.

### **Result**

1. **Teacher's belief toward SC/ST children:** 38.13% teachers (20.94% strongly agree and 17.19% agree) believe that SC/ST child is a problem in inclusive approach (Table 1). Percentage of teachers believing various reasons supporting SC/ST child as a problem in primary education is presented in Figure 1.
2. **Teacher's belief toward education system:** 76.87% teachers (45.62% strongly agree and 31.25% agree) believe that education system is a problem in inclusion. Percentage of teachers agreeing with various reasons supporting education system as a problem for inclusion is presented in Figure 2.
3. **Teacher's belief toward the child's need of adequate attention/equipment:** 74.74% teachers (38.12% strongly agree and 30.62% agree) believe that SC/ST child needs adequate attention/equipment for inclusive practice. Percentage of teachers believing different areas for adequate attention is presented in Figure 3.
4. **Teacher's belief toward the child's need of suitable environment:** 88.75% teachers (42.50% strongly agree and 46.25% agree) believe that SC/ST child needs suitable environment.
5. **Teacher's attitude toward implementation of inclusion:** 92.49% teachers (53.12% strongly agree and 39.37% agree) agree with positive aspects of inclusion. 40.62% teachers (15% strongly disagree and 25.62% disagree) disagree with negative aspects of inclusion. Percentage of teachers having positive and negative attitudes toward inclusion practices is presented in Figure 4 and 5.
6. **Teacher's perception toward inclusiveness in curriculum:** 94.06% teachers (47.19% strongly agree and 46.87% agree) perceived that curriculum of primary education needs fostering in view of inclusive practice. Percentage of teachers agreeing with various statements of curriculum fostering is given in Table 2.
7. **Teacher's perception toward family support of SC/ST child:** 74.99% teachers (39.37% strongly agree and 35.62% agree) has positive perception toward family support of

SC/ST children in practice of inclusion. Percentage of teachers agreeing with various statements related to family support is presented in Figure 6.

### Conclusion

To conclude, there are number of factors responsible for inclusion practices in school education such as teacher's believe, attitude and practices along with curriculum and family support to SC/ST child and their assessment would certainly help in overcoming barriers of inclusive education in primary education to desired level by providing necessary corrective inputs to policy makers as well as service providers.

### References

- Alquraini, T., and Gut, D. (2012). Critical components of successful inclusion of students with severe disabilities: Literature review. *International Journal of Special Education*, 27(1), 42-59.
- Batra, P. (2005). Voice and Agency of Teachers: Missing Link in National Curriculum, Framework 2005. *Economic and Political Weekly*, 40(40): 4347-4356.
- Bearne, E. (1996). *Differentiation and diversity in the primary school*. London: Routledge.
- Burke, K., and Sutherland, C. (2004). Attitudes toward inclusion: Knowledge vs. experience. *Education*, 125(2), 163-172.
- Brinkmann, Suzana. (2014). *the role of teachers' cultural beliefs in the implementation of learner centred education in India*. Unpublished PhD Dissertation. London: Institute of Education, University of London.
- Dworet, D., and Maich, K. (2007). Canadian school programs for students with emotional/behavioral disorders: An updated look. *Behavioral Disorders*, 33(1), 33-42.
- Dreze, J. and Gazdar, H. (1997) 'Uttar Pradesh: The Burden of Inertia', *Indian Development: Selected Regional Perspectives*. Delhi: Oxford University Press.
- Fullan, M. (1999). *The New Meaning of Educational Change*. London: Cassell Educational Limited.
- Gay, G. (2000). *Culturally responsive teaching-Theory, research and practice*. New York: Teachers College Press.
- Govt. of India (2015). *Millennium Development Goals India Country Report 2015*, New Delhi: Central Statistical Office, Ministry of Statistics and Programme Implementation.
- Jayachandran, U. (2007). How High Are Dropout Rates in India? *Economics and Political Weekly*, 982-983.
- Jha, J. and Jhingran, D. (2005), *Elementary Education for the Poorest and other Deprived Groups: The Challenge of Universalisation*, Delhi: Manohar Publications, 2005.
- MHRD (2010). *The Right of Children to Free and Compulsory Education Act (2009)*. New Delhi: Author
- NCERT (2005). *National Curriculum Framework 2005*. New Delhi: Author
- NSSO (1998). *Attending an Educational Institution in India: Its Level, Nature and Cost, July 1995-June 1996, 52nd Round, No. 439*. New Delhi: Ministry of Statistics and Programme Implementation.
- Salend, S. J., and Duhaney, L. M. G. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial & Special Education*, 20(2), 114-126.
- Sedwal, M. and Kamat, S. (2008). *Education and Social Equity With a Special Focus on Scheduled Castes and Scheduled Tribes in Elementary Education* CREATE Pathways to Success. Research Monograph No. 19.
- Singh B.G. (2013). A study of the reasons of urban deprived children repeatedly becoming out-of-school, Unpublished Research work, Raipur: Rajiv Gandhi Shiksha Mission,
- Smith, R. M. (1997). Varied meanings and practice: Teachers' perspectives regarding high school inclusion. *Journal of the Association for Persons with Severe Handicaps*, 22(4), 235-244.
- Stanovitch, P. J. and Jordan, A. (1998). 'Canadian teachers' and principals' beliefs about inclusive education as predictors of effective teaching in heterogeneous classrooms', *Elementary School Journal*, 98, 221-238.
- U-DISE (2014-15). *Unified District Information System for education*, New Delhi: NUEPA, retrieved from <http://www.dise.in/Dise2001/Reports/2014-15/Report>
- UNESCO (2005). *Guidelines for inclusion-Ensuring access to Education for All*. Paris: UNESCO.



## **‘KANYASHREE PRAKALPA’: A HISTORICAL POLICY INITIATIVE IN WOMEN EDUCATION IN THE STATE OF WEST BENGAL**

---

Dr. Mrinal Mukherjee, Assistant Professor, Department of Education, Bankura University, Puabagan Campus, Bankura, E-mail: [dr.mmrrinal@gmail.com](mailto:dr.mmrrinal@gmail.com)

Dr. Sujit Pal, Deputy Director of Public Instruction, Education Directorate, Higher Education Department, Government of West Bengal, Email: [spalau@rediffmail.com](mailto:spalau@rediffmail.com)

### **Abstract**

*Educating woman is the way of educating nation, because woman form the foundation of society. To bring about positive and progressive changes in society, women are most instrumental agent. In West Bengal like other states of India, patriarchal socio-political and socio-economic practice has prevented the girl children from enjoying equitable right in education. The RTE Act 2009 was a major policy response on the part of union government which creates a provision to equalize the right of education for girl child up to elementary level. The State of West Bengal has launched the ‘Kanyashree Prakalpa’, conditional cash transfer, a universal social protection scheme on 1<sup>st</sup> October 2013 for girl child which is historical till date in Post Independence Bengal to promote girls’ education. No doubt, such a policy of women empowerment is reciprocating in nature with the International policy advocacy and national policy. It is not only promoting policy of inclusive education by boosting women education in terms of enrollment and retention and attendance but qualitative evidence also document a change in perceptions about the importance of education for girl child which in turn expected to initiate an anabolic change in architecture of society in Bengal, especially in rural sector.*

**Key Words:** Kanyashree Prakalpa, girls’ education, inclusive education, women empowerment, Public policy.

---

### **Introduction**

“There is no more valuable investment than in a girls’ education.” —Ban Ki Moon, secretary-general, United Nations. On ‘Malala Day’ (12 July 2013). The United Nations Special Rapporteur on the Right to Education urged governments worldwide to do their part: “Malala’s example inspires untold numbers of mothers and daughters to face down intimidation and fear, and to demand from their local governments what is their most basic right – an education.”(UNESCO, 2014)

In West Bengal like other states of India, patriarchal socio-political and socio-economic practice has prevented the girl children from enjoying equitable right in education. RTE-2009 was a major policy response on the part of union government which creates a provision to equalize the right of education for girl child up to elementary level. The State of West Bengal has launched the ‘Kanyashree Prakalpa’, conditional cash transfer, a universal social protection scheme on 1<sup>st</sup> October 2013 for girl child from class-VIII to XII, up to completion of 18 years. Such an Endeavour to promote girls’ education is first of its kind in the history of West Bengal (Khatun, R., 2014). The scheme protects environment for girls in whom they can be safeguarded from being married before the legal age or trafficked. If girls are allowed to be girls, then everybody wins. (Das, P.K., 2014). In this paper we have evaluated ‘Kanyashree Prakalpa’ with respect to its public policy design in terms of aims, objectives and implementation tactics. While evaluating the scheme, we consider statistical pattern of literacy, enrolment, and attendance of girls and a few relevant reports on education for women empowerment.

### **Methodology**

1. Materials and Methods: The study is exploratory in nature. To evaluate the analysis we take secondary data of relevant reports.

2. Techniques of Analysis: While analysis the effect of the Kanyashree Prakalpa on women education in the current scenario of women empowerment, policy and programme analysis is used. Relevant graphical representations of the numerical data are used.

### **Policy Perspectives**

Public policies, in general, are courses of action, regulatory measures, laws, and funding priorities concerning a given topic promulgated by a governmental entity or its representatives in order to resolve certain discrepancies and to maintain social and distributive justice and equality.( *A Case Study of Badli village in Haryana* ” , 2014) While scrutinizing ‘Kanyashree Prakalpa’ a policies that the W.B. State Government had formulated, in accordance with international policy advocacy and

also befitting with the central government policy, specifically with the objective of countering the negative attitude towards girls, it is found that 'Kanyashree Prakalpa' is an interesting and innovative policy tool, one that was specially designed to enhance the value and perception of girls in society while improving their material conditions- that of Conditional Cash Transfers.

### **International Perspectives**

Advocacy on the right to education as a fundamental and inalienable right is essential, emphasizing inclusion and State obligations to ensure its effective implementation. To promote girls' and women's education, it is critical to intensify efforts to eradicate gender-based discrimination, in line with the normative international standard-setting instruments. (UNESCO, 2014)

1. The 1960 UNESCO Convention against Discrimination in Education
2. The 1979 Convention on the Elimination of All Forms of Discrimination against Women, especially its Article 10 which establishes the obligation of the States Parties to "take all appropriate measures to eliminate discrimination against women in order to ensure them equal rights with men in the field of education.
3. The first one is the Universal Declaration of Human Rights, which provides that "everyone has the right to education".
4. There is also the Convention on the Elimination of All Forms of Discrimination against Women, Convention against Discrimination in Education, International Covenant on Economic, Social and Cultural Rights, Convention on the Rights of the Child, Convention on the Rights of People with Disabilities.
5. The 1995 Beijing Declaration and Platform for Action also made specific reference to ensuring the right of women and girls to education (Strategic Objective B) and
6. The 2000 Dakar Education for All Framework for Action, Goal 5, aimed to eliminate gender disparities in primary and secondary education by 2005, and aims to achieve gender equality in education by 2015.
7. The 2000 Millennium Development Goals set the elimination of gender disparity in secondary education by 2015 as one of their major goals.

### **National Perspectives**

Since independence the Indian Government has been trying to improve the situation of girls. The National Policy on Education (NPE, 1986) says: "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women...."

In consonance with the policy as adopted by union government, there are several central government-sponsored schemes especially targeted towards women, which are implemented by the government of West Bengal, like Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG), Balika Samridhhi Yozana (BSY), Sukanya Scheme, Swabalamban, Swayamsidha, Swadhar, Support to Training and Employment Program for Women (STEP). Besides these, schemes like Sarva Shiksha Abhiyan (SSA) and Integrated Child Development Scheme (ICDS) are also there. The state adopt Total Sanitation Campaign (TSC), where in collaboration with Unicef and NGOs such as Ramakrishna Mission etc. government lays special emphasis on building separate toilets for girls in school premises (Mukherjee, 2004).

Finally the Government of India implemented Right to Education (RTE) Act, is a milestone in the movement towards achieving the goal of universal, equitable and quality education. The Act is not only legislative sanction and it is the most substantive declaration of the commitment and responsibility of Indian Government towards education for all (Mukherjee, M.-2014). Such a policy of inclusion ensures the education of Girl child without discrimination. Very recently, Government of India has announced Beti Bachao Beti Padhao initiative. This is a joint initiative of Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Human Resource Development with the objectives of Prevention of gender biased sex selective elimination, Ensuring survival & protection of the girl child and Ensuring education and participation of the girl child (*BBBP Scheme*)

## **‘Kanyashree Prakalpa’-Structure of the scheme**

### **Background**

The core concept of conditional cash transfers originated in Latin American countries mainly in response to the macroeconomic crisis of the 1990s. (UNDP). These schemes are a marked departure from the traditional approaches in social programming and welfare politics as they seek to provide short-term income support and at the same time promote long-term behavioural changes, through provision of financial incentives to poor families following the fulfillment of certain verifiable conditions. Typically, such schemes aim at reducing extreme poverty and assist in the formation of human capabilities ( Sen, A.,2009).

Till the time, considerable inequalities prevail in women education in West Bengal. Even National Sample Survey data shows in 2011, literacy rate in West Bengal was 76.26%, where that in men and women were 82.67% and 71.16% respectively. Even in rural district like Uttar Dinajpur (53.15%) and Malda (57.84%) women literacy rate is very poor.

Patriarchal social culture also creates gender inequality in education. In the patriarchal social structure, parents are not expected to use the income of their daughters (Drury, D., 1993). Even school environment is itself responsible for the lagging behind the equity in education. (Ghosh, B. and Kar, A. M., 2010).

In the present context, State Government should undertake measures to minimize the gap and if required undertake positive discrimination in favor of females and introduce infrastructure to bring women to the arena of education. (Pramanik, A., 2014).

### **Objectives of ‘Kanyashree Prakalpa’**

The specific objectives of the Scheme as specified by the Department of Women Development and Social Welfare Government of West Bengal, 2013, are to:

- a. Incentivize through scholarships, the continuation of education of the girl child in Secondary and Higher Secondary classes, vocational training or sports training. To reduce drop outs, especially amongst girls from poor families, who are not covered by any other scholarship.
- b. Dis-incentivise child marriage of girls to ensure compliance with the legal provisions pertaining to the minimum age at marriage.

Apart from the above objectives, reducing the incidence of drop outs, especially amongst girls from poor families, eradication under nutrition & mal-nutrition of girl child, preventing trafficking & exploitation of the girl child are also embedded within greater objectives.

### **Components Conditional Cash Transfer**

**Kanyashree 1:** Annual scholarship of INR 500 to unmarried girls aged 13-18 years enrolled in Grades VIII-XII or equivalent

**Kanyashree 2:** One-time grant of INR 25,000 to unmarried girls aged 18 years pursuing education, vocational / technical training / sports

**Banking:** Zero-balance bank accounts in girls names, simplified opening procedures, direct transfer of funds

The eligibility criteria specified in 2013 are further modified in 2015 by government declaration to make it more flexible and bringing more beneficiaries in its ambit. The modified criteria as specified (CD&WDSW/15)

### **Uniqueness of the scheme**

The strength and uniqueness of the Kanyashree Prakalpa, as represented by Sen, Roshni in Girl Summit 2014 (Department for International Development, UK and UNICEF in London.)

#### **1. Efficient service delivery mechanism: Designed for accessibility & speed**

One-window service delivery	Application forms available in schools, enrollment and bank account opening facilitated by schools
Application, scrutiny and sanctioning through e-portal	reduces paperwork and increases the response time at each node of the process
Scrutiny of eligibility criteria	Monthly random-sample scrutiny
Unique ID for each beneficiary	Renewals annual scholarships and for the one-time grant at age 18 will be facilitated through the beneficiary’s data already available on the portal.

2. **Targeted communication strategy:** Documented communication strategy with components of public advocacy and behavior change methods
- Awareness through-
    - a. Schools & other institutions
    - b. Mass media & celebrity endorsement, and traditional formats such as melas, street theatre
  - Kanyashree Day at state, district and block levels, with girls achievers being felicitated
  - Kanyashree movement through
    - c. events, poetry writing competitions etc
    - d. Kanayshree clubs
    - e. methods that attract young girls such as specially designed bangles, ID cards,
    - f. a pledge
  - Publicized by various government departments
    - g. ASHA newsletters (Dept of Health & Family Welfare)
    - h. At libraries of Dept of Mass Education
    - i. Advertisements of Consumer Affairs Dept –
3. **Convergent Development & Implementation:** Government, banking sector & social sector-

Department of Woman Development and Social Welfare	Nodal department
Department of Finance, Departments of School Education, Higher Education and Technical Education and Training, Minority Affairs & Madrasah Education	Key partner departments
Department of Mass Education Extension and Library Services, Panchayat and Rural Development, Municipal Affairs, , Department of Health and Family Welfare, Information and Cultural Affairs, Sports & Youth Services	Promoting and supporting the scheme in their own domains
Banking sector	Opening of zero-balance accounts and disbursement of funds
NIC West Bengal	E-governance
UNICEF Office for West Bengal	Technical support
Private sectors	JWT India, Nielson India P. Ltd, distribution of bicycles to beneficiaries
NGOs at the grassroots	Encouraging enrollments, developing Kanyashree clubs etc

#### 4. Management & Monitoring Structures:

Management	Administrative Level	Monitoring
State Project Management Unit	State	Steering and Monitoring Committee chaired by Hon'ble Finance Minister
District Level Project Management Units	District	Steering and Monitoring Committees chaired by DMs
<ul style="list-style-type: none"> <li>• Block level units</li> <li>• Schools &amp; other educational institutions</li> </ul>	Blocks	Steering and Monitoring Committees chaired by BDOs and Schools & other educational institutions

- Continual communication through video conferences, feedback based on analysis of MIS data
- Responsive action on grievances in application form distribution, enrollment and remittances through interaction of ground level field implementers and beneficiaries.

- State, district and block and district level officials monitor the performance of schemes, and continually refine processes to work around area-specific challenges

#### 5. One Window online Management Portal

- The entire scheme is enabled through a dedicated online portal
  - Enrollment
  - Scrutiny
  - Sanctioning of applications
- Serves as a real-time reporting system
- Ensures transparency, efficiency and zero leakage
- Has a feedback mechanism

#### 6. Sustainability

- Low administrative cost – high impact
  - Administrative and publicity budget: Rs. 67 crores, approx. 10% of the estimated Rs. 600 crores disbursement to beneficiaries.
- GoWB views expenditure incurred as an investment in the education of adolescent girls.
  - Flagship scheme of the government, and is entirely state-government funded
  - Rs. 700 crores earmarked by West Bengal government despite financial crunch

Remark- Political ownership, leadership and commitment from the top and huge response from the bottom-up has made the scheme vibrant and sustainable

#### 7. Replicable in its entirety

- ▶ Single point of service-delivery: schools & other educational institutions – where target recipient is enrolled
- ▶ Implemented & monitored through existing government machinery
- ▶ End-to-end IT enabled
- ▶ Has a comprehensive implementation guidelines and a documented communication strategy which can be periodically updated

#### Impact assessment on girls' education

The data reveal that the scheme has a very positive impact on women education in all possible dimensions, especially in enrolment, retention and attendance. The unique design and administrative mobility under the dynamic leadership has proved to be fruit full.

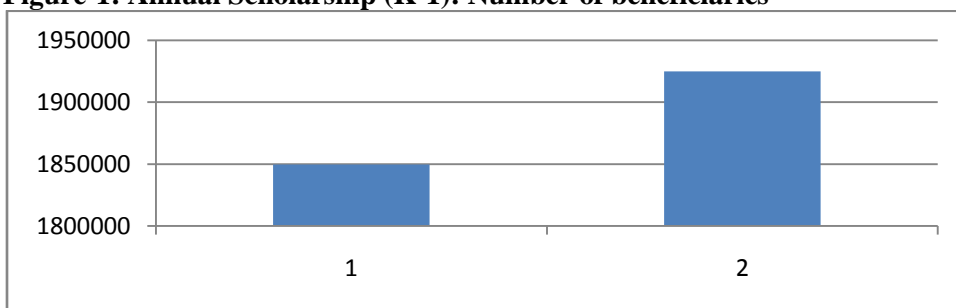
The data computed in following tables-1, clearly indicate that the scheme achieve more than 100 percentage achievement in terms of target. In both case of annual scholarship designated as K-1 and one time grant (K-2) the scheme has cross the target in two successive academic vis-à-vis financial years. Strikingly the numbers of rejected applications are very few due to simplicity of eligibility criteria and as the implementer reach the door steps of beneficiaries.

**Table 1: Status of KP-1 & KP-2 in two successive academic session**

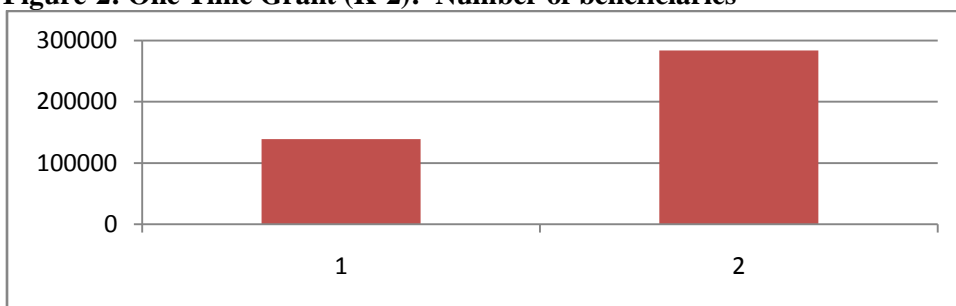
Session	Annual Scholarship (K-1)					One Time Grant (K-2)				
	Target	Complete Application	Sanctioned	Rejected	(%)	Target	Complete Application	Sanctioned	Rejected	(%)
2013-14	1552265	1889960	1849731	55601	122	130206	144197	139158	12297	111
2014-15	180000	1948758	1924921	38337	108	251000	289492	283953	11280	115

Source: [wbkanyashree.gov.in/kp\\_districtwise\\_dashboard\\_pdf\\_2014\\_15.php](http://wbkanyashree.gov.in/kp_districtwise_dashboard_pdf_2014_15.php)

**Figure-1: Annual Scholarship (K-1): Number of beneficiaries**



**Figure-2: One Time Grant (K-2): Number of beneficiaries**



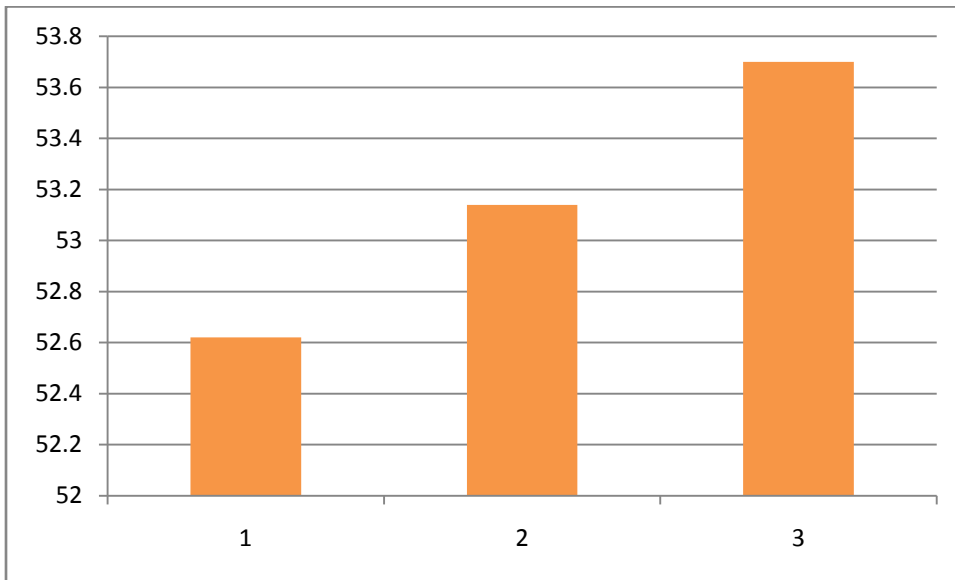
The above two graphs plotted from data of table-1, both the graph indicate steady increase in number of beneficiaries in both K-1 and K-2 from 2013-14 session to 2014-15. The data collected and computed from UDISE, prepared by NUEPA clearly indicates that there is steady rise of enrollment of girls in both secondary and higher secondary level from 2012-13 to 2014-15. Strikingly the rate of enrollment of girl child boosted from 2013-14 to 2014-15, which may be due to effective implementation of Kanyashree Prakalpa.

**Table-2: Trend of enrollment pattern of Girls in secondary and Higher Secondary level in West Bengal**

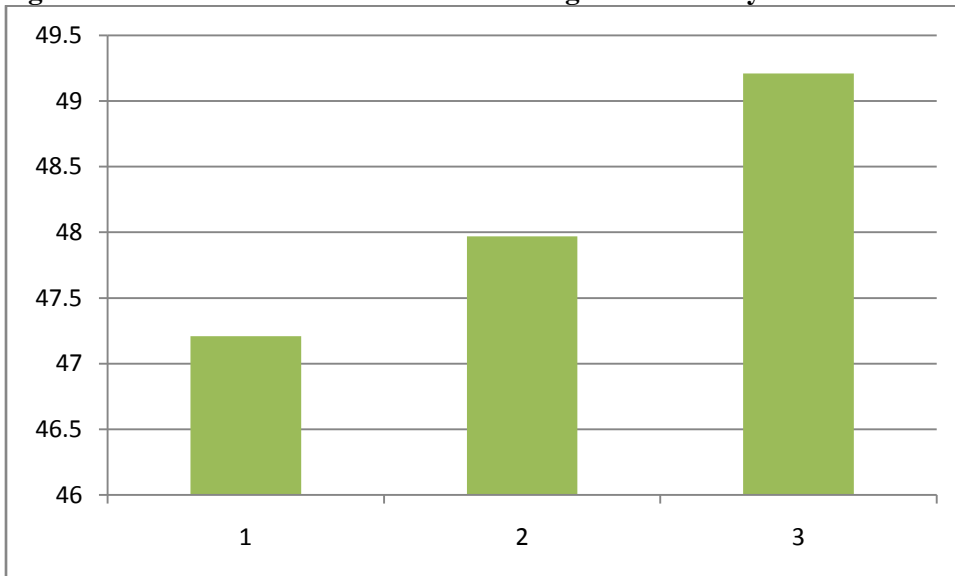
Session	Secondary Level			Higher Secondary Level			Kanyashree Prakalpa Status
	Total	No. of Girls	% of Girls	Total	No. of Girls	% of Girls	
2012-13	2414738	1270635	52.62	1479279	698440	47.21	No KP
2013-14	2534192	1346616	53.14	1535084	736378	47.97	KP
2014-15	2630890	1412770	53.70	1596827	785828	49.21	KP

Source: UDISE -2012-13, 2013-14 & 2014-15, Flash Statistics, National University of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi 110016 (INDIA)

**Figure-3: Trends of enrollment of Girls in Secondary level in terms of percentage**



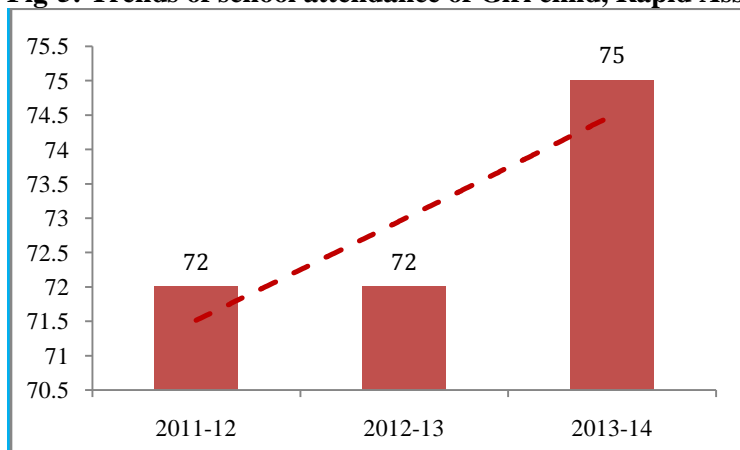
**Figure-4: Trends of enrollment of Girls in Higher Secondary level in terms of percentage**



The above graphical figure give specific indication of steady enhancement of enrolment of girls child in both secondary and higher secondary level from 2012-13 to 2014-15 session, which justify the positive impact of Kanyashree Prakalpa.

According to data from the National Sample Survey 2014, the school dropout rate among girls in the State has come down. The report says that while the National average for school dropout rate for girls is 3.23%, the same for the State is 1.28%. In the 2009 survey, the figure stood at 2.34% for Bengal.

**Fig-5: Trends of school attendance of Girl child, Rapid Assessment (UNICEF, 2014):**



**Source: Girl Summit 2014 (Department for International Development, UK and UNICEF in London.)**

The interim rapid assessment done by UNICEF in 2014 indicates School attendance rate of girl child has improved from 72% in 2011-12 to 75% in 2013-14. Thus the data available till the time document the very positive impact of Kanyashree Prakalpa.

### **Conclusion**

The effects of conditional cash transfer programs on education such as those in Mexico (Progresa), Brazil (Bolsa Familia), and Nicaragua (Social Protection Network) have been widely studied, success of unconditional interventions in human capital development such as the INPRES program in Indonesia, Fundescola in Brazil, and the EGS in India could also be viewed as effective policy experiments for future educational policies. (Neha Raykar, 2011),

It will be relevant to mention here that Bangladesh Government initiated a scholarship scheme in 1994 for all girls enrolled in grades 6 and 9. This scheme was extended to girls in grades 7 and 8 starting in 1996. School enrollment in the target population increased more rapidly than would have been predicted by long-term trends and coincided with the introduction of the incentives. Furthermore, the school incentives resulted in marriage delays for young girls. Qualitative evidence also documents a change in perceptions about the importance of education for underprivileged groups in society. (Amin, S.*et.al*, 1998)

In this context we have to evaluate the scheme, kanyashree prakalpa which is instrumental in promoting education of girl children on the other ending of child marriage will help break the intergenerational cycle of poverty by allowing girls & women to participate more fully in society (Das, P.K.-2014). We can conclude that kanyashree prakalpa as policy intervention will have long lasting effect in women empowerment in Bengal, especially in women education. The uniqueness of design and positive impact already demonstrated justify the necessity of further in-depth study.

### **References**

- Amin, S., Sedgh, G (1996), Incentive Schemes for School Attendance in Rural Bangladesh, This paper was presented at the session on Children's Schooling in LDCs, at the Annual Meeting of the Population Association of America, New Orleans, 1996. Funding for this study was provided by the Rockefeller Foundation.
- “Analyzing the Impact of Conditional Cash Transfer Schemes on the Attitude towards Girl Child: A Case Study of Badli village in Haryana”, 2014 School of Social Sciences Centre for Political Studies Jawaharlal Nehru University Masters Program Fourth Semester Field-work Project BBBP Scheme: <http://wcd.nic.in/BBBPScheme/main.htm>
- Conditional Cash transfer schemes for alleviating human Poverty: Relevance for India [http://www.undp.org/content/dam/india/docs/cct\\_dp.pdf](http://www.undp.org/content/dam/india/docs/cct_dp.pdf)
- Child development Department of Women Development department and Social Welfare department, Government of West Bengal, vide order No. 1873/CD&WDSW/15)
- Drury, D. (1993). The Iron Schoolmaster: Education, Employment, and the Family in India. Hindustan Publishing Corporation.



- Das, P. (2014), Scheme for Preventing Girl Child Marriage: Special Reference to Kanyashree Prakalpa of West Bengal, Indian Streams Research Journal ISSN 2230-7850 Volume-4, Issue-10, Nov-2014, Available online at [www.isrj.org](http://www.isrj.org)
- Ghosh, B. and Kara, A. M. (2010). Child Marriage in Rural West Bengal: Status and Challenges. Indian Journal of Development Research and Social Action, 6(1-2), 1-23.
- Khatun, R., (2014), report on kanyashree prakalpa and kanyashree mela, kolkata municipal corporation. Kanyashree prakalpa, implementation guidelines: Department of Women Development and Social Welfare Government of West Bengal, 2013
- Kanyashree Prakalpa: annual status report: Department of Women Development and Social Welfare Government of West Bengal. [wbkanyashree.gov.in/kp\\_districtwise\\_dashboard\\_pdf\\_2014\\_15.php](http://wbkanyashree.gov.in/kp_districtwise_dashboard_pdf_2014_15.php)
- Mukherjee, M. (2004), A Situational Analysis of Women and Girls in West Bengal. National Commission for Women, New Delhi. 59-60.
- Mukherjee, M. (2014), Right to Education Act: The quality Imperatives, Education for All, APH Publishing Corporation, New Delhi-110002
- Ministry of Human Resources Development (1986), National Policy on Education 1986. New Delhi: Government of India.
- National Sample survey (NSS), Ministry of Statistics and Programme Implementation, Key Indicators of Social Consumption in India Education NSS, 2015 (available at [http://mospi.nic.in/Mospi\\_New/upload/nss\\_71st\\_ki\\_education\\_30june15.pdf](http://mospi.nic.in/Mospi_New/upload/nss_71st_ki_education_30june15.pdf))
- Raykar, N. (2011), Measuring the Impact of the Education Guarantee Scheme on Schooling Outcomes of Women in India Department of Economics, University of California, Riverside, Email: [nrayk001@student.ucr.edu](mailto:nrayk001@student.ucr.edu).
- Pramanik, A. (2014), Education for Women: Status of West Bengal, The International Journal of Humanities & Social Studies (ISSN 2321 - 9203) [www.theijhss.com](http://www.theijhss.com)
- Sen, R., (2014), Kanyashree Prakalpa, A Scheme for the Empowerment of Adolescent Girls in West Bengal, India, the paper presented in Girl Summit 2014 (Department for International Development, UK and UNICEF in London. )
- Sen, Amartya. 'An idea of Justice', Penguin Publication: New Delhi (2009)
- UDISE -2012-13, 2013-14 & 2014-15, Flash Statistics, National University of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi 110016 (INDIA)
- UNESCO,PARIS, 2014, Monitoring of the Implementation of the Convention and Recommendation against Discrimination in Education (8th Consultation), Girls' and Women's Right to Education Overview of the Measures Supporting the Right to Education for Girls and Women reported on by Member State

## **DEVELOPING GENDER SENSITIZATION THROUGH ACADEMIC ACHIEVEMENT, PERSONALITY AND EMOTIONAL INTELLIGENCE**

Dr. Charlotte Regena John (H.O.D. B.Ed Department, St. Columba's College Hazaribag, Vinoba Bhave University, Jharkhand, India)

### **Abstract**

*If gender inequality the Mother of all inequalities persists! We are looking at a world where the children of today become the unemployed and the unemployable of tomorrow. Developmental pitfalls due to gender inequalities, discrimination, deprivation and violence against women can't be sidelined anymore. Gender equality is a human right. Empowering women is an invaluable tool for development, reducing poverty, health, productivity of families, communities. For improvement of prospects for next generation syllabi should be gender sensitive to modify behaviour of parents/teachers towards children for gender equality. Jharkhand has accessible primary education so 95% children of ages 6–11 are enrolled in school, as opposed to 56% in 1993–94 this improves literacy but women with disabilities are neglected, oppressed, inaccessible to the benefits of government services like health, education and vocational training due to their limited mobility. The literacy rate for female is lower than males especially in rural areas, high dropout rates and wasted primary education projects are a serious concern. Hence research was conducted to search answers*

*to above problems, explore the effect of personality/emotional intelligence on academic achievement of adolescents to provide opportunity to strengthen efforts and promote gender sensitization to change behavior, instill empathy into people.*

### **Introduction**

Gender sensitizing is a weapon to change behavior and instill empathy into the views that we have about our own and the other gender, towards gender equity, equal opportunity, inclusive Development. Training for emotional intelligence and gender sensitization is the practical tool for analyzing gender relations and provides adequate information regarding major factors that influence and change the structure of gender relations. It is also a development intervention which aims at awareness, knowledge, skill and behavior in relation to gender. It concerns with developing skills, capacity to translate such awareness into very specific tools that can be used into practice.

Women in Indian society are in a subservient position and are victims of violence and discrimination. This is evident in the unequal sex ratio of 927 females per 1000 males; women with disabilities cannot access the benefits of government services like health, education and vocational training due to their limited mobility. But they are also refrained from taking the benefits of rehabilitation programs even if these are delivered at their doorstep through community-based rehabilitation services, if the CBR worker happens to be a male. Gender discrimination can be eliminated at the school-level by developing gender sensitivity in society for which syllabi should be gender sensitive so that modification of the behavior of teachers and parents towards children can have a causal effect on gender equality. The progress achieved in this direction has a mixed outcome and there is still long way to realize the objectives so it is time to re-look into our Policies, Programs and the societal structure.

Jharkhand is plagued with problem of illiteracy, low social status of women and violence against women. Women in general and rural women folk in particular have very little knowledge and inclination to take help of the police to solve their problems. They accept these acts as simply part of their destiny. The state has an inadequate educational infrastructure, exacerbated by increases in population. The Government has not been able to provide books since 2001. The state was severely hit by a Naxalite-Maoist insurgency and is a crucial state in the Red Corridor. The 2011 census listed the state's official literacy rate at 67.63% (Male: 78.45%; Female: 56.21%) with nine districts above the average literacy rate. National educational scheme, Sarva Siksha Abhiyan attempts to universalize elementary education through district-based, decentralized planning stressing community ownership of the school system. Jharkhand Education Project Council (JEPC) has been implementing four projects to spread elementary education viz. DPEP, SSA, NPEGEL, KGBV. Hence works have been accomplished in the state towards achieving the goal of UEE but due to slow pace, the target of hundred percent enrolments and retention of children in schools is not yet attained. Jharkhand has made primary education so accessible that 95% of children of ages 6–11 are enrolled in school, as opposed to 56% in 1993–94, so this will likely to improve literacy a great deal. Many better known schools operate chain of school nationally and regionally. Students from Jharkhand have proved themselves on national as well as international level. Students from the state have always ranked well in almost all the national level competitive exams. . But the literacy rate for female is lower than males especially in rural areas, high dropout rates and wasted primary education projects are a serious concern.

Literacy –Rate / Census- 2011-Report (by Ojha – April 9<sup>th</sup> 2011, 11.13 pm. IST) - RANCHI: Ranchi district has highest literacy rate 77.13 % and Pakur lowest 50.17 %. The districts having literacy rate of more than 70 % include Dhanbad, Bokaro, East Singhbhum, Hazaribag and Ramgarh, according to the Census 2011 report. Dhanbad had highest male literacy 85.68 % higher than Ranchi 85.63 %. In female literacy, Ranchi was at top 68.20 % followed by East Singhbhum 67.3 %

### **Measures Taken by Jharkhand States for Gender Sensitization:**

- A) Ranchi Police has decided to make awareness in its officials and educational institutions on gender sensitization from the month of March 26/ 2013**
- i) Awareness programme was organized in joint collaboration of NGOs and local police officers.
  - ii) “Recently a preliminary meeting with the stakeholders including UNICEF, Plan India and XISS was held to work on gender sensitisation programme which would initially begin from

Ranchi schools and colleges and later followed to other districts within the Ranchi Police Zone.

- iii) Main objective was to know what the public expected to focus on further course of action over this issue.
- iv) UNICEF Jharkhand Child Protection Officer Prity Srivastava informed that, “A State level workshop on the theme ‘Protection of Women and Children from Violence and Sexual Exploitation’ took place on May 11 wherein Police officers including DGP, IG, DIG, SSP and SP’s of all the districts would participate. Advisor to Governor K Vijay Kumar were present.
- v) They explained about the Indian legislative provision concerning child protection along with role of police during violence. State Education Department, Social Welfare and Department of Home Affairs are among the noted participants.”
- vi) Jharkhand police provides portal for online complaint registration. <http://esamadhan.jhpolice.gov.in/>.
- vii) Jharkhand State Commission for Women also provides for online registration of complaints on [http://jscw.in/complain\\_registration.php](http://jscw.in/complain_registration.php).

## **B) Workshop in collaboration with the Orissa and Jharkhand State Legal Services**

### **Authorities**

- i) In workshop organized in Ranchi, Jharkhand, on the 12<sup>th</sup> - 13<sup>th</sup> March 2011 in association with the Jharkhand State Legal Services Authority, 135 lawyers, judicial officers, NGO activists and protection officers attended. Social and legal aspects of violence against women were discussed.
- ii) Two day national consultation on Gender Transformative Rural Livelihoods, organized by the union ministry of rural development in association with UN Women, conducted on 3<sup>rd</sup>-4<sup>th</sup> November 2015 in Ranchi, with a consensus that the central government must take a policy decision to recognize women as farmers and offer them right to land. It gave strong recommendations that might be milestone to uplift women and development of the nation –
  - (a) “Women must recognize as farmers and they must have right to land”.
  - (b) “Women must have the right to work and hence national programs like Mahatma Gandhi National Rural Livelihood Mission must have more scope for them.”
  - (c) “All government departments must work in convergence”.

According to Sarda Muraleedharan Joint secretary to Union Ministry of panchayati raj there is marked growth of anti-poverty strategies in the country which focuses on empowerment but tribal sub-plan and specific central assistance to Scheduled Caste sub-plan were not really pursued by the states so it is necessary to call for convergence and integration of departments.

Rebecca Reichmann Tavares, representative of UN Women said her agency would support the consultations that states or the Union Government would be interested in organizing to pursue the discussed issues.

In the present study investigations have been performed to find a solution to the wide gender and culture differences among students score even after providing a uniform program of classroom instruction and equal environment to students all over the country. For this a study was conducted to explore the effect of personality and emotional intelligence on academic achievement of tribal/non tribal female adolescent students of Jharkhand in comparison to Male students.

**Academic achievement** is the student’s achievement in school situation in the present study the concept of Academic achievement has been studied considering the marks of 10<sup>th</sup> board exam of various subjects (Hindi, English, Maths, Science, Social science) and marks of 1<sup>st</sup> terminal exam of 11<sup>th</sup> standard. **Personality** is the consistent pattern of behavior of an individual as he interacts with others which are termed as **personality traits** and has origin in his inherited potentialities. **Emotional intelligence** is the capacity to recognize one’s own feelings and those of others for motivating oneself and for managing emotions well in us and our relationships.

### **Objectives**

1. To study the comparative role of personality, emotional intelligence gender and locale on academic achievement of Tribal and Non-Tribal adolescent students.

2. To study the comparative role of personality, emotional intelligence, locale and culture on Male and Female adolescent students.
3. To study the comparative role of personality, emotional intelligence, gender and culture on academic achievement of rural and urban adolescent students.

### Hypotheses

1. There would be no significant difference between Tribal and Non-Tribal adolescent students regarding the role of their personality, emotional intelligence, gender and locale in predicting academic achievement.
2. There would be no significant difference between Male and Female adolescent students regarding the role of their personality, emotional intelligence, locale and culture in predicting academic achievement.
3. There would be no significant difference between Urban and Rural adolescent students regarding the role of their personality, emotional intelligence, gender and culture in predicting academic achievement.

### Methodology

**Variables:** This is co-relational research- dependent variable -Academic achievement (Hindi, English, Maths, Science, Social-Science). Independent variables were culture, gender, locale, personality [ten-dimensions  $P_1$ (Decisiveness),  $P_2$ (Responsibility),  $P_3$ (Emotional-Stability),  $P_4$ (Masculinity),  $P_5$ (Friendliness),  $P_6$ (Heterosexuality),  $P_7$ (Ego-strength),  $P_8$ (Curiosity),  $P_9$ (Dominance)  $P_{10}$ (Self- concept)] and Emotional intelligence [four-dimensions -  $EI_1$ (Intrapersonal-awareness),  $EI_2$  (Interpersonal-awareness),  $EI_3$ (Intrapersonal-management),  $EI_4$ (Interpersonal-management)].

**Sample:** Participants included randomly drawn 604 students, of class XI from forty government higher secondary schools situated in Jharkhand, (rural 301, urban 303) (304 male and 300 females); (303 tribal's and 301 non-tribal's), age ranging from 15.5 to 17.5.

**Tools used:** 1. Emotional Intelligence was assessed by "Mangal Emotional Intelligence Inventory" by Mangal (2004). 2. Personality of the subjects was measured by "Singh's Differential Personality Inventory" by Singh (2002).

### I. Determinants of Academic Achievement of Tribal/Non-Tribal Students

**Table 1: Comparison of Regression Coefficient of Academic achievement for Tribal/Non-Tribal students by Regression Analysis:**

Variables	Tribal			Non-tribal		
	b coefficient	B	Explained Variance %	b coefficient	B	Explained Variance %
Gender	-16.359 s	-.299	16.1460	8.130 ns	.102	0.5916
Locale	-4.307 ns	-.079	.04898	37.716 s	.473	30.6977
$P_1$	3.554 s	.265	4.8495	1.229 ns	.059	1.9883
$P_2$	-1.960 ns	-.172	0.4644	.159 ns	.007	0.7198
$P_3$	1.007 ns	.066	0.2508	-.221 ns	-.012	0.3552
$P_4$	-.581 ns	-.037	0.3034	.343 ns	.033	0.2145
$P_5$	1.720 s	.133	2.4206	.459 ns	.024	0.3792
$P_6$	.713 ns	.089	0.6230	-2.506 s	-.210	7.6440
$P_7$	-1.276 ns	-.103	0.4944	-.024 ns	-.001	0.0161
$P_8$	1.251 s	.131	1.4017	-1.136 ns	-.057	0.3705
$P_9$	.051 ns	.005	0.0165	-.875 ns	-.046	0.9292
$P_{10}$	1.515 s	.140	2.2540	-.107 ns	-.006	0.1476
$EI_1$	.951 ns	.096	1.3056	1.231 ns	-.086	1.9264
$EI_2$	.906 ns	.087	1.4703	1.028 ns	.068	2.0876

El <sub>3</sub>	.173 ns	.042	0.5760	.555 ns	.037	1.2284
El <sub>4</sub>	1.930 s	.237	6.019	1.737 s	.111	4.240
<b>R=.46</b> <b>R<sup>2</sup>= 21</b>	<b>F = (16,286)</b> <b>= 4.935</b>	<b>p&lt; .0001</b>		<b>R = .694, R<sup>2</sup></b> <b>= .481</b>	<b>F =</b> <b>16,284)</b> <b>=16.456</b>	<b>p&lt; .0001</b>

ns = not significant, s = significant, at p < .05

## II. Determinants of Academic Achievement of Male /Female Students

**Table 2: Comparison of Regression Coefficient of achievement for Male and Female Students**

Variable	Male			Female		
	b coefficient	β	Explained Variance %	b coefficient	β	Explained Variance%
Locale	26.805 s	.262	6.969	17.817 s	-.189	5.556
Culture	-21.841ns	-.213	13.994	-55.801 s	-.591	46.807
P <sub>1</sub>	1.624 ns	.092	5.822	1.745 s	.098	6.301
P <sub>2</sub>	-5.264 s	-.281	10.368	-1.579 ns	-.081	4.916
P <sub>3</sub>	2.822 s	.144	8.064	-.175 ns	.009	.463
P <sub>4</sub>	-1.42 ns	-.063	2.450	.267 ns	.041	.772
P <sub>5</sub>	3.116 s	.131	.269	.331 ns	-.016	.483
P <sub>6</sub>	-0.653 ns	-.046	.726	-.131 ns	.009	.243
P <sub>7</sub>	-0.432 ns	-.023	.899	.129 ns	.006	.030
P <sub>8</sub>	1.36 ns	.074	3.071	.567 ns	.028	.876
P <sub>9</sub>	1.435 ns	.089	4.957	-.339 ns	-.019	.606
P <sub>10</sub>	1.276 ns	.089	5.206	-.374 ns	-.022	1.256
El <sub>1</sub>	0.787 ns	.066	3.979	1.138 ns	.078	4.773
El <sub>2</sub>	1.759 s	.140	7.786	1.203 ns	.093	6.119
El <sub>3</sub>	0.089 ns	.007	.396	.240 ns	.035	1.281
El <sub>4</sub>	2.075 s	.170	10.234	1.806 s	.133	8.698
	<b>R = .783,</b> <b>R<sup>2</sup> = .613</b>	<b>F</b> <b>=(16,287</b> <b>)</b> <b>=28.39</b>	<b>p &lt; .0001</b>	<b>R = .859,</b> <b>R<sup>2</sup> = .734</b>	<b>F =</b> <b>(16,283)</b> <b>=48.886</b>	<b>p &lt; .0001</b>

ns = not significant, s = significant, p < .05.

## III. Determinants of Academic Achievement of Urban/Rural Students

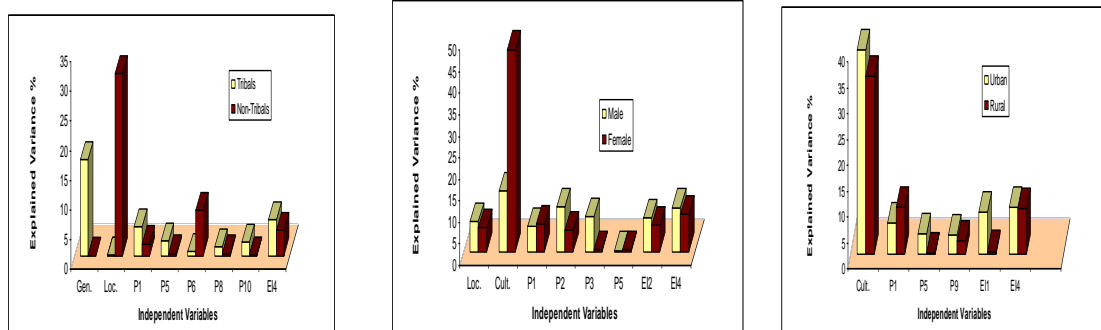
**Table 3: Comparison of Regression Coefficient of achievement For Urban/ Rural students**

Variables	URBAN			RURAL		
	b coefficient	β	EV %	b coefficient	β	EV %
Gender	-2.47 ns	-.021	0.0378	-4.994 ns	-.072	0.158
Culture	-54.32 s	-.474	39.347	-34.948 s	-.507	34.374
P <sub>1</sub>	2.175 s	.093	5.9985	1.966 s	.152	8.922
P <sub>2</sub>	-.582 ns	-.017	0.7514	-.635 ns	-.057	2.727
P <sub>3</sub>	-.795 ns	-.032	2.0128	.037 ns	.003	1.092
P <sub>4</sub>	.145 ns	.008	0.0304	-1.73 s	-.150	1.920
P <sub>5</sub>	3.267 s	.124	3.9184	.055 ns	.004	0.132
P <sub>6</sub>	-1.034 ns	-.055	0.4565	-.699 ns	-.066	1.240
P <sub>7</sub>	-.989 ns	-.041	1.8737	-.282 ns	-.022	0.673
P <sub>8</sub>	-.819 ns	-.043	1.8361	.580 ns	.040	1.132
P <sub>9</sub>	1.133 ns	.060	3.582	-1.67 s	-.134	2.465
P <sub>10</sub>	.913 ns	.051	3.1518	.062 ns	.005	0.219

EI <sub>1</sub>	1.844 s	.118	7.9414	.100 ns	.011	0.496
EI <sub>2</sub>	1.152 ns	.084	6.0312	.110 ns	.011	0.533
EI <sub>3</sub>	0.288 ns	.034	1.1356	.093 ns	.010	0.535
EI <sub>4</sub>	2.077 s	.138	9.0666	1.533 s	.164	8.642
<b>R = .860</b> <b>R<sup>2</sup> = .739</b>	<b>F = (16, 286)</b> <b>= 50.55</b>	<b>p &lt; .0001</b>		<b>R = .723</b> <b>R<sup>2</sup> = .522</b>	<b>F = (16, 284)</b> <b>= 19.392</b>	<b>p &lt; .0001</b>

ns = not significant, s = significant at p < .05.

**Fig. 3: Graph showing Comparison of Explained Variance in Achievement by different significant variables**



## Results

Decisiveness showed positive significance in determining achievement among Tribal, Urban, Rural and Female students. Emotional-stability related with achievement of male students. A negative role of Masculinity was seen in rural students and total achievement in total students taken together in the study. Friendliness had a significant role in determining urban, rural and male student's Total achievement. Responsibility, Heterosexuality, Curiosity, Self concept, Dominance, Intrapersonal-awareness, Interpersonal-awareness and Interpersonal-management showed a significant negative effect in achievement. Gender had significant negative role in achievement in tribal students' but not in non-tribals, and Urban students. Locale and Heterosexuality showed a positive role in determining achievement in Non-tribals, also significantly affected female and Male students' and was found have significant effect on all dimensions of academic achievement. Locale, Responsibility (P<sub>2</sub>), Emotional stability (P<sub>3</sub>), Interpersonal awareness (EI<sub>3</sub>) and Interpersonal management (EI<sub>4</sub>) were more important in determining achievement in male students. Culture showed negative significant effect on achievement in female urban students'.

## Educational Implications

Results of the present study imply Interpersonal management as an important predictor in student learning hence it should also be taken into account in school settings, to be successful in educational performance, decisiveness, emotional stability, friendliness, and self-concept can be developed. Moreover, masculinity and heterosexuality seems to have a negative impact on students' academic achievements. Teachers should motivate students towards empathy so that they can cultivate a feeling of togetherness in the students and minimize the self-centered attitude in them. The present study suggests training administrators and principals should ensure that all the activities in their school are executed in a systematic order and develop non-racial feelings. Need for awareness of the higher vulnerability of girls and women with disabilities should be realized. Ideas to include persons with disabilities in the employment programmes are:

- Focus on ability rather than disability, i.e. what a person can do, rather than what he/she cannot do.
- Link the person with the local disability rehabilitation institution to obtain aids and appliances to improve her/his functional ability.
- Create awareness about the three per cent reservation under the PWD Act.
- Progressively increase the level of physical accessibility of buildings (especially toilets) to enable them to move independently and with dignity. Unless teachers are sensitized empowered supporters

of gender equity and accessibility is created reservation in education and employment and creation of equal opportunities cannot be realized. Since Emotional intelligence and developing personality through gender sensitization adds to the betterment of students' performance it should be included in school curriculum.

### References

- Abraham, R. (2005) Emotional intelligence in work place: A review and synthesis. *Cambridge, Mass: Hogrefe and Huber publisher.*
- Fine. C., Fisher, C.D. Manstead A.H. (2010). Relationship between gender and emotional intelligence in different cultures. *Psychological Perspective Cambridge University Press.*
- Goleman, D. (1995). Emotional Intelligence: Why it matters more than IQ for character health and life long achievement. *N.Y. Bantam Press.*
- Goleman, D. (1995). Emotional Intelligence, *N.T. Bantam Press*
- Hans Asha and Patri Annie (2003): '*Women Disability and Identity*', Sage Publications India Pvt. Ltd., New Delhi
- Sebastian, C.R. (2008). A study of relationship between academic achievement, motivation and Anxiety among undergraduate students of Jharkhand. *Dissertation submitted for M.Phil, SV.U. Tirupathi.*
- UNICEF. (1994a, February). *Gender equality and empowerment of women and girls: A policy review.* United Nations: Economic and Social Council. E/ICEF/1994/L.5, 22.
- UNNATI – Organization for Development Education (2004): *Understanding Disability– Attitude and Behaviour Change for*

## QUALITY ASSURANCE IN SCHOOL EDUCATION IN TRIBAL AREAS: A CRITICAL EVALUATION

---

Dr.Soubhagya Ranjan Padhi, Associate Professor and Head, Department of Sociology, Rajiv Gandhi Central University, Arunachal Pradesh

### Abstract

*The introduction of different inclusive policies has facilitated the process of opening up of the scope of education to the marginalized tribal communities of India. Though the practice of inclusive policies and programmes has helped to increase the literacy rate among tribes over the period, the quality of education that has been disseminated to tribal communities is highly questionable.*

*The modern educational curriculum based on the language of the dominant society has weakened the base of "cultural capital" and contributed deprivation of the tribal communities. Quality assertion in school education of tribal areas is also in jeopardy due to lack of hygienic conditions, unavailability of proper study materials, absence and callousness of teachers, political and bureaucratic apathy etc. The lack of command in foreign and mainstream language on one hand and non-apposite environment on the other contribute to the growing dropout rate among the tribal students and has increased the gap between general and tribal literacy.*

*After independence, Indian national leaders have taken special care for formulating some special provisions of education to enhance the socio-economic status of backward sections and envisage all round development of the most deprived social sections known as Adivasi or Scheduled Tribes. In spite of all the loud rhetoric on the empowerment of STs, the conditions of this community have not improved to the extent desirable since independence. The disparity in education in particular is widening over the years. They still remain at margin in terms of their literacy. It is realized that the huge differences in the 'cultural capital' make the differences between classes. Scheduled tribes in our country have assigned a low status mostly because of their lack of dominance in the sphere of cultural capital.*

*Against this backdrop, this paper has made an attempt to re-examine the linkage of educational status, its qualitative assertion and level of cultural capital in tribal society. It has critically analyzed the educational status of tribal communities of Koraput district of Orissa and explored various constraints in enhancing the educational levels of this marginalized section.*

---

## **Introduction**

The present millennium is witnessing phenomenal global changes and no nation can isolate itself from this process. The desirability of globalization have now given way to the growing reorganization that this process is not just reversible but also probably unstoppable. Its pace is fast accelerating with a continuous free flow of information, investment capital, human capital, livelihoods, goods and services between countries. Parallel to emergence and spread of globalization there has occurred fast transformation of societies into 'Knowledge societies'. Acknowledging this, 21<sup>st</sup> century has been described as 'Knowledge Century Era' in which knowledge will be the resource and knowledge workers will be the dominant force.

In the process of global changes and development, our country has achieved success in various fields like industrialization, urbanization, modernization, communication, science, technology etc. With the result of these phenomenal changes education are also expanding at every corner in India. However, at the same time one of the greatest constraints facing the country today is the growing number of persons who are excluded from meaningful participation in the economic, social, political, cultural and particularly educational life.

After independence, Indian national leaders have taken special care for formulating some special provisions of education to enhance the socio-economic status of backward sections and envisage all round development of the most deprived social sections known as aboriginal or Scheduled Tribes. In spite of all the loud rhetoric on the empowerment of STs, the conditions of this community have not improved to the extent desirable since independence. The disparity in education in particular is widening over the years and has added misery to their economic life as well.

The key challenge is to ensure that the broad vision of "Education for All" has to be an inclusive concept in national government and funding agency policies. "Education for All" ... must take account of the need of the poor and the most disadvantaged, including remote forest dwellers, nomads, ethnic and linguistic minorities; children, young people and adults affected by hunger and poor health; and those with special learning needs. An effective machinery should be created to review all hitherto existing educational policies to plug loopholes, strict enforcement of the constitutional provision for education and to reduce the inequality in education.

The introduction of different inclusive policies has facilitated the process of opening up of the scope of education to the marginalized tribal communities of India. Though the practice of inclusive policies and programmes has helped to increase the literacy rate among tribes over the period, the quality of education that has been disseminated to tribal communities is highly questionable.

The modern educational curriculum based on the language of the dominant society has weakened the base of "cultural capital" and contributed deprivation of the tribal communities. Quality assertion in school education of tribal areas is also in jeopardy due to lack of hygienic conditions, unavailability of proper study materials, absence and callousness of teachers, political and bureaucratic apathy etc. The lack of command in foreign and mainstream language on one hand and non-apposite environment on the other contribute to the growing dropout rate among the tribal students and has increased the gap between general and tribal literacy.

It is realized that the huge differences in the 'cultural capital' make the differences between classes. Scheduled tribes in our country have assigned a low status mostly because of their lack of dominance in the sphere of cultural capital.

Against this backdrop, this paper has made an attempt to re-examine the linkage of educational status, its qualitative assertion and level of cultural capital in tribal society. It has critically analyzed the educational status of tribal communities of Koraput district of Orissa and explored various constraints in enhancing the educational levels of this marginalized section.

### **A Brief Note of Tribes in India**

Scheduled Tribes are notified in 30 States/Union Territory of India. There are around 705 communities notified as Scheduled Tribes. India has the largest tribal population in the world. These tribal communities have diverse socio-cultural lives and they are at various level of socio-economic development. One of their main distinguishing features is that the majority of them live in scattered and small habitation located in remote and inaccessible settlements. Most of the tribal concentrated areas lack basic facilities such as roads, transport, communication, electricity, medical and education



facility. According to 2011 census it is 104,281,034 (10.43 crores) which constitute 8.6 % of the total population of the country. 89.97% of them live in rural areas and 10.03% in urban areas. They constitute a majority in several states and union territories and sizeable population in others. In particular, they constitute an overwhelming majority in Mizoram (94.4 per cent), Lakshadweep (94.8 per cent), Nagaland (86.5 per cent), and Meghalaya (86.1 per cent). In the sociological and anthropological literatures this community has been described by various nomenclatures such as aborigines/aboriginals (Risley 1903, Elwin 1944), submerged humanity (Das & Das 1955) and backward Hindus (Ghurye 1963). They have distinct cultures, dialects and economic pursuits in different ecological settings. Since independence they have been incessantly drawing the attention of policy makers because of their geographical isolation, backwardness, shyness of contact, primitive traits etc. Since the 16th century, the tribes have been perceived as sub-humans who live under primitive conditions (Xaxa, 2005).

Along with economic aspect, elementary education has been accorded priority in the tribal Sub-Plan approach. Elementary education is considered important, not only because of constitutional obligation, but as a crucial input for total development of tribal communities, particularly to build confidence among the tribes for their self-reliance. In a broader sense it involves the process of acquiring the knowledge and skills, appropriate in a particular situation and cultural context in order to put into its maximum use for productive and creative purposes, in the progress of a particular individual and society. Education is not only an instrument of enhancing efficiency but also an effective tool of augmenting and widening democratic participation and upgrading the overall quality of life. India has a vast tribal population and to accomplish the potential demographic dividend and remove the acute regional, socio-economic inequality, there is a requirement to bring qualitative and quantitative change in the status of education of tribes.

#### **Nature and Extent of Literacy Rate of Tribes in India**

The Scheduled Tribes, one of the major segments of marginalized section of Indian society are still lagging behind in all stages of education and completely excluded from the mainstream society. Despite constant efforts by both central and state governments to spread the education of Scheduled Tribes, the level of education of STs is very low in comparison to general castes and other communities. Therefore the most urgent priority is to ensure access to, and improve the quality of education for tribal's to remove every obstacle that hampers their active participation in developmental processes. It is education which is an imperative for the intensive growth and progress of every spear of life. In recent days 'inclusion' is the *progress mantra* for policy makers of our country. And for inclusive growth, education is probably the best input that can open up opportunity for individual, empower marginalized section, ignite social change and catalyze economic growth. Inclusive growth is the essence of developmental strategy across the societies. Since the independence, there has been greater focus of development and planning towards enhancement of human well-being and reduction in inequalities along with growth of per capita income especially targeting vulnerable social groups, viz. STs, SCs, etc. This well-being encompasses individual attainment in the areas of education and employment also, besides guaranteeing them their civil rights and protection against atrocities or crimes.

The aim of education and training of disadvantaged groups is high on the priority of our government because it is related to much wider phenomenon i.e. growing deprivation and exclusion. Literacy level and educational attainment are significant indicators of development of any society. Despite several campaigns to promote formal education ever since independence, the literacy rate among Scheduled Tribes has remained low and the female literacy rate among tribes has been still lower compared to the national female literacy rate. In spite of several constitutional provisions and efforts put in the successive five year plan period by government, the literacy level of tribals has not increased significantly. Because of their geographical isolation and distances from the mainstream of society and difficulty of learning dominant language still they are lagging behind in the literacy.

#### **Educational Status of tribes in Orissa**

Orissa is one of the low rank states (25<sup>th</sup>) among all the states and union territory of India. In spite of all the schemes and efforts, about more than two-fifths of the population are illiterate. Despite free and compulsory elementary education to all the children in the age group of 6-14, the 2011 census depicts that the literacy rate is only 73.45 percent in the state, which is not so high as

compared to that of Kerala (93.91percent), Goa (87.40percent) and one of the north-east states Mizoram (91.58 percent). This implies that along with adult illiterates there are non-school going children adding to the number of illiterates. The above mentioned fact reflects on the marginalization of education in Odisha.

**Table -1: Literacy Rate of General Population and ST Population in Orissa during 1991-2011**

Year	General			ST			GAP*
	Male	Female	Total	Male	Female	Total	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1991	63.09	34.68	49.09	34.4	10.2	22.3	26.8
2001	75.95	50.97	63.61	51.48	23.37	37.37	25.71
2011	82.40	64.36	73.45	63.7	41.2	52.2	21.25

\*Shows the gap between the total literacy rates of STs and of the general population

Source: Government of India, Census of India, Orissa, 1991, 2001 and 2011.

Particularly the literacy rate of the tribal people is very low in this state. The literacy rates of the general population and ST population from 1991 to 2001 are presented in Table -8. The overall literacy rate of the STs has increased from 22.3 per cent in 1991 to 37.4 per cent in 2001 and from 37.4 percent in 2001 to 52.2 percent in 2011. Despite this improvement, the literacy rate among most of the tribes is considerably below the tribal literacy at national level (59.0 per cent). Most of the major tribes like Gond, Saora, Santal, Munda, Kondh, Shabar, Kolha, Bhattada etc. has literacy rate less than tribal literacy rate of nation. This reflects exclusion of tribal communities in the field of education in the state of Odisha. Among ST males, literacy increased from 34.4% in 1991 to 51.48% in 2001 and to 63.7% in 2011. ST female literacy has increased from 10.2% in 1991 to 23.37% in 2001 and to 41.2 in 2011. The ST female literacy is lower by approximately 28 percentage points as compared to the overall female literacy of the general population in 2001. This has not reduced significantly reduced and is 23.16 in 2011. This depicts exclusion of tribal women in the field of education in Odisha.

Further, the gap between the literacy rates of the all population and STs in 1991 was 26.8. But it has not appreciably decreased in 2001. Still the gap between the literacy rates of the all population and STs is 25.71 in 2001 and it is 21.25 in 2011 census. So it indicates that the literacy drives of the government have not equitably benefited all citizens of the country. Educational status of tribes in Orissa is at its lower level both quantitatively as well as qualitatively. The literate have not been absorbed either at higher education level or in service sector.

The table - 9, shows the ST literacy rate and the general literacy rate of tribal dominated districts of Orissa. The table shows that, the literacy rate of tribes in all these districts in the state is less than the general literacy rate of those respective districts. The literacy rate of tribes in these districts is also lower than the tribal literacy rate of state (52.2%) and country (59%). The Malkangiri district (Un-divided Koraput) has the lowest tribal literacy i.e. only 35.2 percentage. And Koraput district is having the next lowest ST literacy i.e. 35.4 percentage shows marginalization of tribes in term of education.

**Table - 2: District wise Literacy rates (General and Tribes) of certain district which has population more than 25% (2011 census)**

S.No	District	All Communities	Scheduled Tribe	Gap in Literacy Rate
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Malkangiri	49.49%	35.2	14.29
2	Koraput	49.87%	35.4	14.47
3	Rayagada	50.88%	36.7	14.18
4	Nawarangpur	48.20%	38.5	9.7
5	Gajapati	54.29%	43.7	10.59
6	Kalahandi	60.22%	49.3	10.92
7	Nuapada	58.20%	51.0	7.2

8	Mayurbhanja	63.98%	53.1	10.88
9	Keonjhar	69.00%	53.2	15.8
10	Kandhamal	65.12%	58.3	6.82
11	Deogarh	73.07%	62.4	10.67
12	Sundargarh	74.13%	65.1	9.03
13	Sambalpur	76.91%	65.8	11.11
14	Jharsuguda	78.36%	68.7	9.66
	<b>Orissa</b>	<b>73.45</b>	<b>52.2</b>	<b>21.25</b>

Source: Government of India, Census of India, Orissa, 2011, Office of the Registrar General, Bhubaneswar.

### **Educational Status of Tribes in Koraput District**

The tribes of Koraput have a miserable educational status. Poor socio-economic condition and lack of interest with school education are major reasons for the low enrolment and high drop-out rates in the rural and tribal areas. Access to education is denied more often to the girl child, reflected in the female literacy rate. The literacy rates in respect of scheduled Tribes are still low. The undivided Koraput districts in terms of literacy still occupy the lowest position in Orissa. According to 2011 census Koraput district ranks 28<sup>th</sup> among the total districts (30) in Orissa. The lowest rural male literacy rate is recorded in the district of Koraput (54.1 %) and lowest rural female literacy rate is also recorded in the district of Koraput (31.3 %).

In 1991 census, the tribal literacy rate was only 8.34%. It was 14.61 for male but just 2.14 for the tribal female. In 2001 census, the tribal literacy was 18.90%. Tribal male literacy rate is 29.20% but tribal female literacy is only 8.40%. In 2011, the literacy rate for tribes in Koraput district is 35.4%. Male tribal literacy in 2011 census is 46.2%, but still tribal female literacy is only 25.4%. This indicates that in terms of literacy, tribal female lag behind their male counterparts. In every respect the literacy rate of tribes of this district lower than the tribal literacy rate of the state and the nation.

There are problems relating to high dropout rates also. Various issues like inadequate school infrastructure, high teacher absenteeism, large-scale teacher's vacancies, inadequate teaching and learning materials, unsuitable timing of schools, unsuitable school atmosphere are responsible for the low educational status of tribal women. The dropout rates in respect of S.T. total was 63.92%. Among tribal boys it is 59.13 percent but for S.T girls it is very high i.e. 70.55%.

### **The Case Study of Kadamguda and Ranikona Village**

The study is based on a micro level empirical study of Kadamguda and Ranikona villages in Koraput district. This is an attempt to study the physical, motivational and social impact of education to bring social change in rural life of this region. This has also helped to examine the quality assurance of current education system in tribal villages. The data collection from the field carried on in the sample block Semiliguda of Koraput district over a period of three months i.e. from 1<sup>st</sup> September 2012 to 1<sup>st</sup> December 2012.

### **Demographic Profile**

**Table -3: Demographic profile of Kadamguda and Ranikona Village**

Name of village	Total HH				Total Population			SC			ST			OBC		
	SC	ST	OB C	T	M	F	T	M	F	T	M	F	T	M	F	T
Kadamguda	02	39	02	43	78	90	168	05	05	10	71	81	152	02	04	06
Ranikona	*	67	12	79	167	162	329	*	*	*	140	136	276	27	26	53

**Source: Field Study**

Both the villages are situated in Daleiguda Gram Panchayat of Semiliguda block. The village Kadamguda is 4 kms and Ranikona is 5 kms away from block head quarters Semiliguda. Kadamguda village has 43 households. Out of 43 households 39 households belong to Gadaba

tribal community, 02 belong to OBC category and the rest 02 households belong to Scheduled Caste category. The total population of village is 168. Out of this, male are 78 and female are 90 which depict that in this village females are more than their male counterparts. Ranikona village has 79 households. Majority of the households of Ranikona village (67 out of 79) belong to Paraja tribal community and the rest 12 belong to Other backward castes like Kamaras, Carpenters, Goldsmiths etc. The village has the dominance tribes as most of the households belong to Paraja tribal community.

It has a total population of 329. The study has taken all these 122 households of both the villages for the study.

#### Infrastructure

The Kadamguda village is well linked to the main road. It is around 2kms from the National highway. Ranikona village is 1 km away from Kadamguda village and 3 Kms from the National Highway-5. It has Pucca roads and partial drain facilities. There is an Upper Primary school from class I to V, having 82 children in Kadamguda village. Four teachers are engaged in teaching in the school. Similarly, in Ranikona village there is an Upgraded Upper primary school from class I to class VIII, having 5 teachers and 102 students in total. There is an opportunity for upgraded High School at Ranikona by the SCERT in future.

The school has facility of Latrines/toilets separately for male and female children in both the schools. Mid day meal is being provided to the school children. The two villages have partial road and drain facilities. However they have electricity facility. There are four tube wells each in both Kadamguda and Ranikona villages respectively.

**Table-4: Village Infrastructure**

Village Infrastructure	Kadamguda	Ranikona
Linked to the main road	Yes	Yes
Distance from the National Highway	2 km	3km
Road within the village (CC, Metal, Red murmur)	Partially	Partially
Drainage	Partially	Partially
Electricity	Yes	Yes
Tube well	Yes (4Nos)	Yes (4Nos)
School	Yes	Yes
Anganwadi Kendra	No	Yes
Primary Health centers (PHCs)	No	No

#### Literacy Rate of Sample Area

Education is the most important social input for the development of any society. However this is the most neglected aspect in tribal society. The total literacy rate of the sample village Kadamguda is 51.92% and this is 52.82% for Ranikona village. The female literacy rate among STs continues to remain a serious cause of concern in both the village.

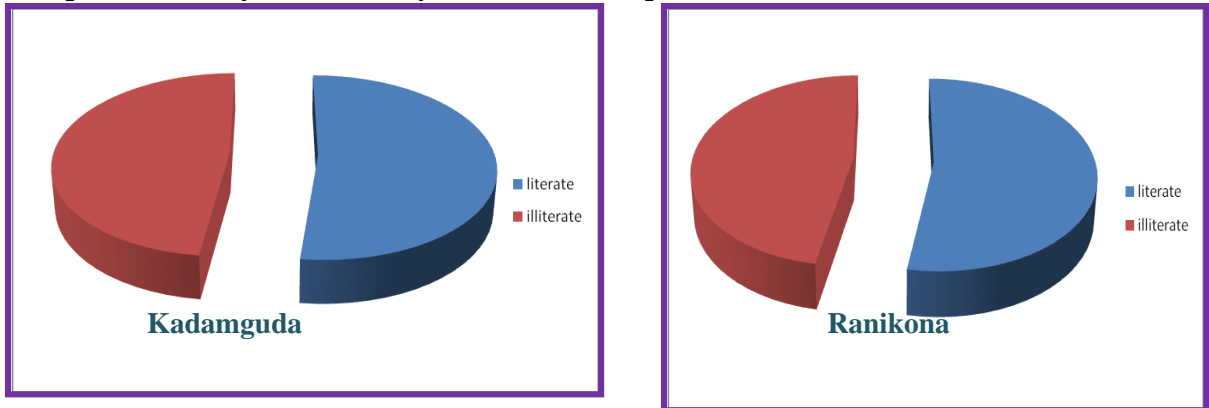
**Table -5: Literacy rate of sample households**

Name of village	Total Literates			Total Illiterates			*Total Eligible population
	Male	Female	Total	Male	Female	Total	
Kadamguda	55 (78.57%)	26 (30.23%)	81 (51.92%)	15 (21.43%)	60 (69.77%)	75 (48.08%)	156 (100%)
Ranikana	102 (64.15%)	57 (35.85%)	159 (52.82%)	47 (33.09%)	95 (66.91%)	142 (47.18%)	301 (100%)

Source – Field study

\*The total eligible population for the calculation of literates is total population – the population found in the age group of 0-6. Out of the total sample population of 168 of Kadamguda, 156 are eligible and out of the total sample population of 329 of Ranikona 301 are eligible (above 6 years) for the calculation of literacy rate.

**Graph – 1 Literacy rate of family members of sample households**



**Various Facilities available in village schools**

**Table –6: Various Facilities available in village schools:**

Facilities	Kadamguda	Ranikona
Close to Village	Yes	Yes
Kitchen Garden	Yes	Yes
Drinking Water	Yes(Tube well)	Yes(Tube well)
Drainage	Yes	Yes
Electricity	Yes	Yes
Latrine/Toilet	Yes	Yes
Black Board	Yes	Yes
Teaching Learning Material	Yes	Yes
Computer	No	No
Smart Class Facility	No	No
Library	No	No
Motivational Lecture Arranged	No	No
Equipments for Game and Sports	No	No
Proper Facilities for Recreation	No	No
Extra Study Materials (Story Book, Dawning, Craft, Hunting, Indigenous Knowledge)	No	No

## Sources – Field study

### Discourse on Quality Assurance in School Education

The schools have the facilities mentioned in the above table. In many extents it has tried to attract the students and parents for the growth of education in the village. However, it is not sufficient to enhance the quality in the present educational system. If we will compare the schools and its infrastructure it is far lagging with the modern schools of urban areas. It lacks with all modern facilities like proper hygienic conditions, smart class facility, recreation, full-fledged study materials. It has only the minimum study materials. The scope for creating an interest within one self is very limited in these schools. The opportunity for creativity and presence of a conducive environment to support this is severely lacking in tribal areas. Teacher's absenteeism is a major hurdle for quality enhancement in school education. Apart from this the callous nature of teachers and their regular absence in the school particularly in tribal areas is really a matter of concern. Lack of quality education often leads to alienation among tribal's which denotes the estrangement of these people from themselves and others. This sometimes include the feeling of separation from other educated mass, discontent with society, a sense of 'powerlessness' - which forces the tribal people to feel that they cannot influence their social surroundings. 'Self-estrangement' occurs when they realize their inability to find activities that are psychologically rewarding.

- **Joyful Learning in the School:** In order to ensure quality in the education system in the tribal areas, learning in the schools in tribal areas must be joyful, meaningful and interesting, so that children will develop a desire to go to school. These may include sending students of primary level on a local tour to parks, historic sites, temples etc., using some techniques like theatre, music, song, dance, skit, puzzles etc. and promoting sports and games in the school. In tribal areas education must include culture friendly and child friendly materials like the folk stories, tribal dance and festivals, stories of successful tribal leaders, hunting techniques in the course curriculum to make learning enjoyable and to create interest among the tribal children for education. Every school in tribal area should include a period for local games. They must keep some photographs of the local tribal leaders along with national leaders in the school and adopt various joyful methods of teaching to enhance the attendance in the school.
- **Growing Consciousness:** While there is a lot, that the government needs to do to provide quality education to its tribal people, an equal responsibility rests with society to do its bit. Various civil societies must work practically to provide education to these backward communities. Apart from teaching community, every now and then - the politicians, bureaucrats, social workers, youth and others should take the responsibility to literate the needy. This growing social consciousness need to be promoted and sustained.
- **Skill Development:** Skill development is a significant mechanism of a nation's knowledge initiative. Skill is required to generate employment and certainly a very important facet of quality education. There is a growing concern today that the education system is not fulfilling its role of building a bunch of skilled manpower, resulting in mismatch between the skill requirement of market and skill base of the employment seekers. As a result many educated people also suffer from unemployment. To address this problem we need to refurbish the system of vocational education and training especially in tribal areas of the country.
- **Capacity Building Programmes for Teachers:** There is a greater need to provide capacity building programmes to upgrade the professional skills of teachers. It can be done through providing motivational and leadership training to teachers. Vocational training programmes should be mandatory for teachers who are serving in tribal areas. As far as practicable the teachers should be trained in local tribal language or dialect to amplify intensive interaction with tribal students.
- **Recruitment of right type of teachers:** Due to the unavailability of sufficient numbers of qualified, trained, sincere, and devoted teachers in the tribal areas the educational development has not achieved the desired goal. Due to lack of proper supervision of work of the teachers they become irregular and mechanical in performing their duties. So steps should be taken regarding the recruitment of teachers, and they should be supervised by the higher authorities.
- **Timely supply of reading and writing materials in required quantity.** It is necessary for the Government to supply the reading and writing materials at the beginning of the academic session.

The quantity of writing materials such as paper, exercise note book are to be adequate for the school students. Apart from course materials, extra-curricular study materials should be provided to students regularly to assure quality.

- ***Use of information and communication Technology:*** Computer courses, which was introduced in schools, should be made compulsory so that each and every student should do its minimal operation. Computer aided learning also required training of teachers and other staffs in order to make the best use of technology. Thus Computer science should be included in the syllabus as a subject for students from the very beginning so that they can go in pace with the needs of the time. There should be internet facility in the school to assure quality in education. Students should be exposed to internet in order to get clarification regarding many of their curiosity.
- ***English language teaching:*** Proficiency in English is widely perceived as an important avenue for employment and upward mobility, which also greatly facilitates, the pursuit of education. Thus, Spoken English classes may be introduced at schools so that they will not scare for outside exposure when they go for higher education.
- ***Vacancies and Infrastructure:*** Schools in tribal areas are generally run without adequate number of teachers. In addition to this, required infrastructure facilities are not being made to the schools for which the students do not receive good education. There are no apparatus available in the science laboratory. Magazines and newspapers are not made available to them. Provision may be made for supply of good facilities in terms of infrastructure of school buildings so that the students as well as teachers may concentrate more on their studies.
- ***Greater Decentralization and accountability:*** Management of tribal education needs to build in greater decentralization, accountability and professionalism, so that it is able to deliver good quality education to all and ensure optimal utilization of available resources. Schools in tribal areas have their own problems, yet if teachers and parents put in sincere efforts at their end, educational situation could be remedied and improved upon. Role of teachers in tribal areas is very vital. They have this moral responsibility. Teachers taking initiatives for performing better results and schools doing well should be rewarded individually as an incentive for better performance of the schools. Steps should be taken to fill up the vacant posts of the teachers immediately. Schools should be encouraged to take initiatives regarding health care systems of the village people.

### **Conclusion**

Poverty eradication, protecting the environment, reducing malnutrition and health problem, controlling various types of pollution, improvement of sanitation condition, population control, upholding basic human rights, social welfare and woman's upliftment, promoting intra-generational and inter-generational equity and participation of people from individual, local levels to global level, being the various effect of education in this village. Though education alone is not sufficient to meet these objectives, it is a crucial element in facilitating the fulfillment of these objectives. The influence of broader political developments towards cultural diversity and more widespread democracy has reinforced the role of education in political socialization, and facilitating active democratic citizenship. As well as a great variety of individual talents, education has to face the wide range of cultural backgrounds of the groups making up society. Education has to take on the difficult task of turning diversity into a constructive contributory factor of mutual understanding between individuals and groups. Any educational policy must be able to meet the challenges of pluralism and enable everyone to find their place in the community to which they primarily belong and at the same time be given the means to open up to other communities. The International Commission on Education for the Twenty-First Century reminds that education policies must be sufficiently diversified and must be so designed as not to become another cause of social exclusion and that schools should foster the desire to live together.

With regards to pedagogy, curriculum, educational organization or financing inclusive education does not bring much additional on the educational agenda, but it analyses why education systems and educational programmes are not succeeding in providing education for all learners. We must try to bring together within a cohesive framework what is known about quality education in order to work towards systems that are more responsive to diversity. As a strategic approach, it

identifies existing resources and innovative practices in local contexts, examines the barriers to learning, with a specific focus on groups vulnerable to marginalization and exclusion.

The constraints to learning in our country illustrated the complexity of the day-to-day realities which education systems have to take into account. There are no quick-fix solutions or cook book recipes as how to go about educational change. However, certain well directed policies and apposite scrutiny of the whole system can definitely facilitate the development of more qualitative education systems. Quality should be the guiding principle for the development work with Governments towards Education for All.

### References

- Das, R.K & R.S Das. (1955): *India's Submerged Humanity* in Modern Review. New Delhi: Mittal Publication.
- Dube, S.C (1992): *Understanding Change* (New-Delhi: Vikash Publishing House).
- Elwin, V. (1944): *The Aborigines*, Bombay, Oxford University Press.
- Ghurye, G.S. (1963): *The Mahadev Kolis*, Bombay: Popular Prakashan.
- Government of India (2001): *Census* (New Delhi: Office of the Registrar General, India).
- Government of India (2005-06, 2006-07): *Selected Educational Statistics* (New-Delhi: Ministry of HRD).
- Government of India (2007): *Eleventh Five Year Plan* (New-Delhi: Planning Commission).
- Government of India (2008 & 2009): *Annual Reports*, (New Delhi: Ministry of Human Resource Development).
- Government of India (2009): *Annual Report* (New Delhi: Ministry of Tribal Affairs).
- JaganKarade, Ed. (2008): *Development of Scheduled Castes and Scheduled Tribes in India* (UK: Cambridge Scholars Publishing Newcastle).
- Rahnema, M. and V. Bawtree (ed.) (1997): *The Agency of the Modern State in and the Post-Development Reader*, (London: Zed Books).
- Risley, H.H. (1915): *People of India*. New Delhi.
- Sankaran, S.R (2000): *Journal of Rural Development*, NIRD, Hyderabad, vol.19, Oct-Dec.
- Singh Roy, D.K. (2003): *Social Development and the Empowerment of the Marginalized Groups: Perspectives and Strategies*, (New-Delhi: Sage Publication).
- Statistical Profiles of Scheduled Tribes of India, 2011
- Tripathy, K.K (2010): "Tribal Development Initiatives and Planning in India: A Review of Intentions and Achievement", in Soubhagya, R P and B.Padhy (ed.) *Tribal Development in India: Contemporary Issues and Perspectives*, (New-Delhi: Manglam Publication).
- Xaxa, V. (2005): *Politics of Language, Religion and Identity: Tribes in India*. Economic and Political Weekly, March 26.

---

## INCLUSION OF SOCIALLY DISADVANTAGED: A STEP TOWARDS QUALITY EDUCATION

---

Soumya Shubhadarshinee, Research Scholar, RIE, Bhubaneswar

### Abstract

*Education is the most important factor to modify social, economic and political condition of people. Our country is influenced by social stratification like caste, religion, gender, economic condition and cultural diversity. The so called socially disadvantaged (Scheduled Caste and Scheduled Tribe) deprived to enjoy a full fledged quality life which is expected to be generated by Quality Education. The real picture is that though our Constitution guaranties a casteless and classless society, these sections of people are practically segregated from the high class population. This paper highlights giving focus on causes of exclusion of socially disadvantaged group and the concept of their inclusion in the main stream. The comparative literacy rate of all social groups, SC and ST population (1961-2011) shows a steady growth of this group, but they still lag behind in comparison with all social group. The main thrust of this paper is to focus the idea that if there will be an Inclusive Education approach for these group, they will receive Quality Education and ultimately enjoy the fruits of quality life. Not only provisions made by the GOVT. to provide Quality Education to these group of people, but also there must be sincere involvement of all the forces seen and*



*unseen to make provisions for this group. Then the dream of universalisation of Quality Education will come true and all sections of people can enjoy quality life through Quality Education.*

## **Introduction**

Education is the most important lever for social, economic and political transformation. The development of any country mostly depends upon its growth of education in society. However, the education system of a country like India is highly influenced by hierarchies of castes, economic status, gender relations and cultural diversities. The social prejudices and inequalities based on castes on birth continue to propose challenges for national development.

It is a matter of regret that in this twenty first century our country is still in the lap of social discrimination towards the Scheduled Castes (SC) and Scheduled Tribe, which are viewed as the most deprived, disadvantage and suffering section. The educational status of this disadvantaged group is very frustrating from quality point of view. Though the educational policy makers proposed a thousand numbers of provisions for these sections through UEE and RTE Act there is only increment in quantity. Inclusion of these groups is a long cherished dream in Indian context for quality assurance in educational process. In this paper, we examine both shared issues concerning school access and equity for Scheduled Caste and Scheduled Tribe groups and the role of inclusive education for enhancing quality.

## **Concept of Inclusion**

The concept of social inclusion is used in many debates around injustice and inequality. Inclusion is seen as part of the wider struggle to overcome exclusive discourse and practices. The schools may be viewed as the facilitators for exercising the Right to Education for growing children and youth. Education is to be inclusive to meet diverse needs and circumstances of the learners and to give appropriate weight to abilities, skills and knowledge they bring to the teaching and learning process. The Dakar Framework (UNESCO, 2000) makes clear that an inclusive learning environment is an essential attribute of high quality Education. This is the spirit emerged in India. Inclusive education provides opportunity for inclusion of the disadvantaged section. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. Inclusion is not an experiment to be tested but a value to be followed.

## **Socially Disadvantaged**

Socially disadvantaged individuals are those who have been subjected to racial or ethnic prejudice or cultural bias because of their identity as a member of a group without regard to their individual qualities. Empowerment of the Socially Disadvantaged Groups viz., the Scheduled Castes (SCs), the Other Backward Classes (OBCs) and the Minorities continues to be on the priority list of country's developmental Agenda.

Scheduled Castes and Scheduled Tribes are the terms of reference listed in the Indian Constitution, and in government, legal and scholarly writings. Terms such as 'depressed classes' and 'backward classes' were also used historically, but these were eventually replaced. The terms SC and ST are now used to refer to the communities listed in the Government Schedule as 'outcastes' and "tribals" respectively.

Scheduled Castes have been referred to as 'Untouchables' by Hindu caste society and as 'Harijans' (children of God), a term popularized by Mahatma Gandhi. The term 'Dalit'(meaning broken, oppressed, downtrodden) emerged from within the Scheduled Caste.

Scheduled Tribes are similarly distinct from mainstream Hindu society who lives mostly in forested, hilly and mountainous areas. They are also called as 'Adivasi' or "Vanajati" According to the 2001 Census; Scheduled Tribes (notified by the Government of India under Article 342 of the Indian Constitution) constitute 8.14% of the total population of the country, numbering 84.51 million. There are 514 Tribes in India.

---

### **Exclusion of Socially Disadvantage Group**

The root cause of poor educational achievements of Scheduled Castes and Scheduled Tribes can be best understood in the context of deeply embedded caste and social hierarchies that are enacted and expressed in everyday social interactions of community, school and economic life. Scheduled Castes are described as untouchables as or 'less than human, who frequently encounters overt and covert acts of discrimination, prejudice and rejection from rest of the society. Recent studies show that caste-based discrimination continues to be an influential factor in the low educational mobility of both Scheduled Caste and Scheduled Tribe groups, despite government programmes that selectively target aid to children from these communities (Secada, 1989).

The remote and difficult geographical terrain inhabited by Scheduled Tribes has isolated them from mainstream Indian society. The exclusion of Scheduled Tribes has little to do with caste ideology. The Scheduled Tribe communities have a very close relationship to nature and make optimal use of the natural resource-base for their daily sustenance. But it is a matter of sorrow that modernization and accumulative processes of production have resulted in massive encroachment into their natural habitats. This has in turn resulted in displacement, poverty and heightened levels of exploitation through a system of bonded labour. The term 'double disadvantage' has been used to characterize the socio-economic and spatial marginalization of Scheduled Tribes in India (Sujatha, 2002).

The common causes of social deprivation among this group can be summarize like this.

- Extreme level of poverty, deprivation and vulnerability
- High levels of exclusion, developmental, social and economic
- Extremely low level of empowerment-political, social and economic
- Low level of access to entitlement
- Practically zero participation in development matters with no autonomy in any form of decision-making
- Poor human development with low level of literacy and access to health care
- Rapid alienation of assets like land
- Alarming depletion of social capital especially traditional forms of organization and leadership.
- Quick deterioration of traditional knowledge system and cultural attain.
- Dependency-inducing developmental programmes relying on distribution of benefits rather than building up of capabilities.
- Implementation of ad hoc and stereotyped developmental programmes in the absence of proper planning.
- Weak delivery system of public services.
- Very weak monitoring system.
- High level of exploitation of women by out-side

### **Major Reforms for Inclusion of SC /ST Group**

The MHRD had advocated statement regarding inclusive practices in Education during 2005 which came in to action through launch of Eleven Five Year Plan (2007-2011 : Inclusive growth in 2008).The MHRD had the nodal responsibility to monitor , guide , facilitate and coordinate the new action plan. Though this statement is made for children and youth with disabilities, the same developments are also true for children and youth of other marginalized groups that may be facing the danger of exclusion for deep rooted historical reasons.

The Tenth plan laid emphasis on Universalisation of Elementary Education(UEE) guided by five parameters : (i)Universal Access,(ii)Universal Enrolment,(iii)Universal Retention,(iv)Universal Achievement, and (v)Universal Equity. The schemes include Sarva Shiksha Abhiyana(SSA), District Primary Education Programme(DPEP),Mid-Day Meal Scheme (MDMS),and Kasturba Gandhi Balika Vidyalaya Scheme(KGBVS). The major reforms for Inclusive education initiated through Eleventh Five -Year plan has adopted the term "Inclusive Growth" as its focus .There are special recommendations for socially disadvantaged groups like Scheduled castes and Scheduled Tribes.

Some of the provisions of Eleventh Five- years Plan for inclusion of sc/st groups are summarized here.

---

## Conclusion

Quality education envisages raising the levels of academic performance of people, full development of their personality, their awareness regarding social, cultural and economic rights to develop a sense of responsibility in making decisions both in home and social conditions, and to live a healthy life with all modern amenities. To sum up Quality Education will develop quality both in individual life and life of the person as a whole in a society. In this frame of reference our main aim is to include two major socially disadvantaged groups viz., SC and ST, who will be drawn to the main stream and receive Quality Education for development of quality life, which has been denied to them both culturally and historically as they were systematically segregated from the rest of the society. The steps taken by the GOVT. both State and Centre guaranteed through constitutional directives and timely legislation for development of Quality Education of these sections of people has not been fully achieved. The main question lies somewhere which is not on the surface, so both educationists and politicians should debate over this issue and take tangible measures which is practically true and not only utopian in theory.

## References

- Ambasht, N .K., K.B. Rath (1995) A study on the Effect of House hold, Community and School Factors on the Enrolment, Retention and Absenteeism of Scheduled Tribe Children at primary level. *Indian Educational Review*30 (1) January.
- Bandyopadhyay, M. and Subramanian, R. (2008) *Gender Equity in Education: A Review of Trends and Factors*. CREATE Pathways to Access Series, Research Monograph No. 18. Falmer: CREATE and University of Sussex.
- Census 2001 and 2011, Provisional Population. Totals Paper 1 of 2011 India series1, Registrar General of India.
- Government of India (2011) *Educational Statistic At glances, Abstract* .New Delhi: Ministry of Human Resource Development, Department of Education, Planning, Monitoring and Statistics Division.
- Haseen V.A, Mohammad A.P(2014) Scope of Education and drop out among tribal students in Kerala- A study of Scheduled Tribe in Attapady *International Journal of Scientific and Research Publications*, Volume 4, Issue 1, January 2014 1 ISSN 2250-3153
- Jha, Jyotsna &Jhingran, Dhir (2002) *Elementary Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalisation*. New Delhi: Centre for Policy Research.
- Kalaiselvan,S. Maheshwari,K (2014)A study on Exclusion and Inclusion of Dalits in Education, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 5, Ver. I (May. 2014), PP 39-41 e-ISSN: 2279-0837, p-ISSN: 2279-0845. [www.iosrjournals.org](http://www.iosrjournals.org)*
- Lewin, K.M. (2007) 'Improving Access, Equity and Transitions in Education: Creating a Research Agenda'. CREATE Pathways to Access Research Monograph, N1.Falmer: CREATE and University of Sussex.
- MHRD (2005): Statement of Minister of Human Resources Development in Rajya Sabha on March 21, 2005. Available on <http://www.education.nic.in/htmlweb/INCLUSIVE.html>.
- Naidu, T.S. (1999) *Strategic Planning for the Future Development of the Tribes in India*. Puducherry: Centre for Future Studies, Pondicherry University.
- Naik, J.P.(1972)Equality Quality and Quantity: The Elusive Triangle inIndian Education, Mumbai: TISS.
- Nambissan, Geetha, B.(2000)*Identity, Exclusion and the Education of Tribal Communities*, in Wazir, Rekha (ed.). *Gender Gaps in Literacy and Education*, New Delhi, Sage Publication, pp.175-224.

---

## GENDER SENSITIZATION AND EDUCATION

---

Bidyutprava Sahoo, Sudhansu Sekhar Sahoo and Pranab Kumar Sahoo, Research Scholar

### Abstract

*Gender encompasses socially constructed and culturally based roles of women and men with a view to understand how unequal power relations between them are shaped and operate. Gender and its accompanying power relations are built in all institutions of society be it family, educational institutions, work place, religious systems, beliefs, norms etc. Gender relations do not operate in a social vacuum but are products of the ways in which institutions are organized and reconstituted. This paper explains the need of gender sensitization in educational institution, gender issues in class room and the provisions for developing gender sensitization. Educational institutions like schools, colleges where teachers are the active players in the classroom and has to deal with various gender related issues. This paper also explains what pedagogic strategies teachers should follow to promote gender sensitive classroom.*

### Introduction

Gender is a construct that owes its creation to a number of social institutions. Some of these include family, educational institutions, judiciary, religion, etc. In recent times, the media has emerged as a powerful constitutive agent of gender-related ideas and notions. Before we look at the process of how gender is constructed let us briefly focus on the term ‘gender’. Gender, unlike sex which is based on biological division and is specific in character, is more amorphous in nature and is subject to change with reference to context and time. That is why the concept of gender varies from context to context. Gender is a political view of sex that is based on the binary division of male and female. This binary division apparently looks natural. The problem with this division, however, starts when one thing is considered inferior to the other which is regarded as superior. Meanings are assigned arbitrarily to objects and concepts.

Apart from the literal or dictionary meaning of words, each word has certain connotations or associated meanings. These are constructed by society. The dominant groups in society assign positive meanings to what they do and negative meanings to what others ‘do. The construction of gender is largely done by dominant groups who assign roles and responsibilities and give opportunities to, and have expectations of, males and females —separately. For instance, it is society that suggests that girls should play with dolls and boys cannot and should not do so.

In this process of socialization, education and educational institutions play a central role. For instance, stereotypes pertaining to responsibilities, roles and opportunities, to which we are initially exposed in family settings, are endorsed at educational institutions. So schools are places where the socializing process is reinforced and given legitimacy and authenticity. The social knowledge relating to gender is constructed, validated and perpetuated by schools through textbooks, pedagogy skills, assessment and the academic milieu.

A considerable amount of research has been done on textbooks that represent female characters as weak, dependent and stereotypically shy, and confined to the home whereas the male characters are shown as strong, independent, innovative, outgoing and responsible for the outer world.

Gender sensitizations refer to the modification of the behavior by raising awareness of gender equality concerns. Gender sensitivity has been developed as a way to reduce barriers to personal and economic development created by sexism. It helps to generate respect for the individual regardless of sex

### Historical Background of the Concept Gender

Sexologist John Money introduces the terminological distinction between biological sex and gender as role in 1955. before his work it was uncommon to use the word ‘gender’ to refer to anything but grammatical categories. however money’s meaning of the word did not become widespread until 1970s. when feminist theory embarrassed the distinction between biological sex and social construct of the gender. today, distinction is strictly followed in some context like feminist literature and in document written by organization such as WHO but in most context even in small areas of social sciences the meaning of gender has expanded to include sex or even to replace the latter word. Although this gradual change in the meaning of gender can be traced to the 1980s. A

---

small acceleration of the process in the scientific literature was observed when Food and Drug administration started to use 'gender' instead of 'sex' in 1993. Gender is now commonly used to refer to the physiology of non-human animals, without any implication of social gender roles.

### **Gender and Sex**

Sex refers to biological characteristics that accounts for the biological differences between female and male which may chromological, hormonal or morphological .they are generally permanent and universal. Gender refers to the socially constructed role and responsibility of women and men in a given culture and location. These roles are influenced by perception and expectations arising from cultural, political, environmental, economic, social and religious factor as well as custom, law, class, ethnicity and individual or institutional bias. Gender attitudes and behaviors are learned and can be changed. Sex is annotated as different from gender in the Oxford English Dictionary where it says sex 'tends now to refer to biological differences while gender often refers to cultural and social ones.

### **Meaning of Gender Sensitization**

Gender refers to the socio cultural differences between the males and females in terms of their strength, ability, performance, wage earning capacity and social acceptability etc. In fact the biological process does not discriminate between man and woman, but socially, women are regarded as weak, need protection and hence become subordinate to men.

Gender sensitization refers to theories which claim that modification of the behavior of teachers and parents (etc.) towards children can have a causal effect on gender equality. Gender sensitizing "is about changing behavior and instilling empathy into the views that we hold about our own and the other sex." It helps people in examining their personal attitudes and beliefs and questioning the 'realities' they thought they know.

### **Need of Gender Sensitization**

Gender sensitization can be defined as proper understanding between the sexes, leading to mutual respect for one another. Why is gender sensitization necessary? Girls and women suffer from gender inequality because of lack of gender sensitization on part of male.

In today's world, we see a lot of atrocities and crimes against women. We also find that people are not mute spectators. They are demanding vehemently for amendments in the existing laws. One way to put an end or minimize such things is, undoubtedly gender sensitization.

In the current education set up, understanding and experiencing globally connected students is an uphill task and the teacher needs to be well prepared about his /her strategy to deal with them. Students are from diverse cultures, in this scenario, the school plays a vital role, filling the links in order to produce individuals who have clarity and emerge with preparedness to face the challenges ahead, including comprehending the mindset and psychology of the opposite gender.

When the Biology and Physiology of the human body is understood well, it leads to a pragmatic view of the transition of its related changes. Co-education schools are the right places to promote awareness since constant interaction between boys and girls happen. Students are to be taught in schools, how to manage themselves, understand other's emotions and wants in a society. We should also see that growing up happens naturally and so also adulthood. Young minds need to be instilled-never to be in a hurry to step up and to wait for the appropriate time. This kind of emotional sensitization brings the much awaited transformation to help them to understand universal values and get clarity of thought processes. Gender sensitization is about changing behavior and instilling empathy into the views that we hold about our own and the other sex.

Gender sensitization increases the sensitivity of people at large towards women and their problems. In the process it creates a class of responsive functionaries at different level, from policy making to grass root level, who are convinced that any form of gender bias is an obstacle on the way of attaining an equitable social and economic order and therefore consider addressing gender related issues in their situation as a matter of priority.

Gender sensitization is first instance, tends to change the perception that men and women have of each other. It creates a mindset in men that no longer sees in women the stereotypical image. The impression that women are a weak and unequal entity no more clouds the minds of common man .Rather they are seen as responsible and equal partners in socio- economic development. The general perception of men and women on the rigid gender division of labour and other orthodox practices

---

related to gender begin to die down. Women also tend to develop the perception that they are no subordinate to men and they have an equally important role to play in decision making at household, community and organization level.

The main problem of Indian society is lack of women recognition and appreciation for women's involvement in multifarious activities. The men, who are reluctant to acknowledge women's contribution, come forward under the influence of sensitization to recognize their contribution. The gender sensitization process develops understanding that women do possess wisdom and therefore they must be involved in decision making process. They have concerns and therefore should be treated with dignity and equal chance in sharing of social and economic benefits.

### **Gender Issues in Schools**

All schools face some or other gender issues from time to time that teachers may be confronted with sometime in their career. When young boys and girls study together in a classroom situation, it is quite normal to have some gender issues. This does not mean that only co-ed schools face gender problems. Schools with only boys or only girls may also face various other problems arising due to biological or social differences. Many times, it has been observed that boys try to dominate, tease or even look down upon girls as inferior. It is also true that some girls are very dominating and would not bend to boys. When there is a class competition between boys and girls, there is literally a row in the class. If the girls in the class are academically better then the boys try to pacify their ego by teasing or passing comments on the girls. It is not necessary that all the time it is the boys who create the issues; many times girls may also be instrumental for some gender issues in the classroom. The present day problems also arise due to nuclear or single child families. Earlier, when there were joint families, children learnt to live with each other, sharing and caring for others. But today the scenario has changed and these children from nuclear families do not understand the values of sharing or caring. They are often self centered and give less importance to others. Such children in a classroom situation are unable to cooperate with others and sometimes there may be issues in the class.

### **Pedagogic Strategies to Promote Gender Sensitization through Education**

#### ***1. Participation***

Most feminist educators understand that knowledge is not neutral, that teacher and students alike bring texts of their own to the classroom which shape the transaction within it. Feminist pedagogy emphasizes participatory learning and teaching, within which subjectivity, emotions and experience have a definite and valued place. While participation is a powerful strategy, its pedagogic edge is blunted when it is ritualized. Participation, when seen as an instrument to achieve certain specified, predetermined objectives and where the teacher's own ideas dominate classroom discussion is not meaningful. It involves appreciation of importance of starting from experience of both students and teachers.

#### ***2. Recognizing difference***

Implicit in any effort at facilitating real participation is to work with the principle of recognizing difference. As children share reflect on their individual and collective experiences they simultaneously acknowledge and relate these to the experiences of others who may not form a part of their social reality. It is important that this difference not be marked by status but by diversity. Pedagogies that provide space for individual children to express themselves freely in the classroom, without fear of judgment and stereotyping are essential building blocks in working towards a future where they can have more critical engagements with what is being taught in the middle and higher classes.

#### ***3. Reading against the grain***

However it is possible and also necessary to be able to equip students to —read against the grain, to critically question received knowledge, whether it is biased text book or other literary sources in their own environment. Undoubtedly this is an objective that education would aspire for in the higher school. Yet there is need to build in approaches that encourage learners to comment compare and think about elements that exist in their own environment. Women educators have used songs as a powerful medium for discussion, comment and analysis in culture that are primarily oral. As repositories of knowledge exist in different medium, all these forms whether television, advertisements, songs, paintings etc. need to be brought in to create a dynamic interaction between

---

learners themselves. Lateral learning processes necessitate new equations between the teacher and the student.

#### **4. Acknowledging power**

A gender sensitive pedagogy is one that does not merely affirm different individual and collective experiences but it located these within larger structures of power . Question such as who is allowed to speak for whom? Whose knowledge is most valued? Inform engagements with learners. A Bachelor of Elementary Education teacher reflected on her course that the ‘gender and schooling’ paper has made her conscious of these realities . She said that she may not able to change everything but she will try and make difference where she can within the classroom. This translates into evolving different strategies for different learners. For e.g encouraging a child to speak in class may be important for some children and learning to listen to others may be of priority for others.

#### **Different policies of Government to promote Gender Sensitization:**

Article-14- Equality before law Equal protection of law

Article-15- Prohibition of discrimination on grounds of races,sex etc.

Article-16- Equality of opportunity in the matters of public employment

Directive principle of the constitutions relate to gender equality are mentioned below-

Article-39(a)- That the citizens’ men and women equally have the right to an adequate means of livelihood

Article-39(d)- That there is equal pay for equal work for both men and women.

MDG 2015 now replaced with SDG 2030

At the United Nation sustainable development summit on 25 September 2015 adopted the 2030 agenda for sustainable development which include a set of 17 sustainable development goals(SDGs),including gender inequality and women empowerment.

#### **Programmes on Gender Sensitization in Odisha:**

**OPEPA [Odisha primary Education Programme Authority] has conducted**, the Gender sensitization teacher training for attitudinal transformation, gender sensitization of teachers and development of girl's friendly environment in the classroom.

**School of women’ s studies, Utkal University Vanivihar, Bhubaneswar with collaboration of Department of Women and child Development**,Govt of Odisha has organized Gender sensitization training programme for university students of Utkal university. With a view to mainstreaming gender related issues the Government of Orissa have taken an initiative for “Engendering State Plan” supported under GOI-UNDP project implemented by **the State Government** during 2009-2010. A dedicated unit, called "Gender Cell” is also functional in Women & Child Development Department with support from **Planning and Co-ordination Department**.

**Madhusudan Academy, Bhubaneswar** has organized training programme on “Gender budgeting” .**National Institute of Agriculture for Women, Bhubaneswar** has organized training programme on gender mainstreaming in agriculture.

There is provision of organization of Regular and periodic gender sensitization training programmes for Government functionaries like Police, Prosecutors, Health Officials, and Judicial Officials **in Odisha state policy for Girls and Women draft-2. In December 2013.**

A Gender responsive initiative **is Pink Auto Service in Bhubaneswar**; Odisha Pink Auto Service was launched in June 2014 for women commuters in Bhubaneswar, to provide them with secure alternative mode of transport and travelling. Such initiative was started in the context of growing insecurity, harassment and other forms of violence faced by women in public spaces and usage of transport services. While both men and women can make use of the auto services, priority is give to women. If the auto under consideration has enough female passengers then male passengers cannot board it. The auto drivers have been provided with special guidance in terms of etiquette training and psychological tests keeping in mind their behavior towards women. Traffic Police in close collaboration with the drivers has been closely monitoring the usage of the service. Drivers have also been entrusted with the responsibility to collect general feedback and complaints from women commuters. Connected to this similar initiative of women only city bus project was also shared with the participants as another example.

---

## **Conclusion**

Gender sensitivity is not about pitting women against men. On the contrary, education that is gender sensitive benefits members of both sexes. It helps them determine which assumptions in matters of gender are valid and which are stereotyped generalizations. Thus we can conclude that gender sensitization through education can be as a forceful, effective and primary tool to bring change in the thought process of students through formal school education. The main focus should be on breaking the stereotypes and set patriarchal notions prevalent in the society. The time has come for women to rise up and force the patriarchal society to underline the importance and necessity of the role played by women in cultivating a strong, rational and progressive society.

## **References**

- Bhasin. K, (1993), What is patriarchy? Raj Press, New Delhi.
- Bhog, D,(2002). Gender and Curriculum Economic and Political Weekly, 27th April, 37 (17). P.1638-1642
- Barodia. S,( 2015) Gender Sensitization and Education , International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS), , Vol 2, No.4, pp-107-113.
- Dammanus .K,(2015) Gender sensitization and training programme for teachers,Vol.V,Issue-IX, E. Kane Gender, Culture, and Learning, 1996
- E. Ohrn (1993). Gender, Influence and Resistance in School. British Journal of Sociology of Education. 147.
- G. S. Jaiswal, (March 2005), Foeticide: The concept and the law, Social Welfare, Vol.51, No.12.
- G. Vijayeshwari Rao, (2004), Women and Society, Himalaya Publishing house, New Delhi.
- NCERT (2006). National Focus Group on Gender Issues in Education(Position Paper), New Delhi
- N. Kabeer, & R. Subramanian, (1996) \_Institutions, Relations and Outcomes: Framework and Tools for Gender- Aware Planning, ‘ in IDS Discussion Paper, No. 357, IDS, Brighton



## **SECTION-4: ROLE OF STAKEHOLDERS FOR QUALITY SCHOOL EDUCATION**

---

### **COMMUNITY OWNERSHIP AS THE KEY FOR QUALITY ASSURANCE IN ELEMENTARY EDUCATION**

---

Prof. G.C. Nanda, Head, Department of Education and Dean, School of Social Sciences, Ravenshaw University, Cuttack, Odisha

#### **Introduction**

School is an organized formal institution of the community, by the community and for the community. Therefore, the school has to be a community school and the community has to be a school community. If the teacher has to be an agent of social change by imparting quality education, he has to work with the community and not for the community. Teachers and perspective teachers need to be oriented on how to discharge their obligations as change agents. Similarly, community members have to take responsibility to transform the school as a learning place not only for their own children but also for them.

Before Independence schools were isolated from community life. After Independence the thrust has been to make teachers accountable to the community. National Policies on Education (1968,86,92), educational efforts like District Primary education programme (DPEP), Sarva Shiksha Abhiyan(SSA) and Right to Education Act, 2009 envisage community collaboration to upgrade the quality of education at the elementary level. Quality Assurance in Education is a collaborative endeavour for which all stake holders like teachers, parents, community members and policy makers have to work together to ensure the quality of education so that students studying in Government schools will not be diverted to Private schools and parents will not lose faith on government system.

#### **Activities Undertaken at the State Level for Community Mobilization**

State initiatives for community mobilization so far include activities like i. enrollment drive covering all children within the age group of 6-14 years, ii. Disaster preparedness programmes, iii. educational inclusion of Particularly Vulnerable Tribal Group like: Bonda and Didayi, Dongria Kondh and Lanjia Saora, Saora, Kutia Kondh, Juang, Paudi bhuyan, Lodha, Hill Kharia, Mankirdia and Birhor Chuktia Bhunjia, iv. Shiksha Mahaasabha and Parental counseling at village level, v. community based activities for school community linkage at cluster level, vi. Street Play at Gram Panchayat level for awareness of RTE Act, vii. Sensitization of different stakeholders on specific issues like child trafficking, adolescence health, child marriage, and migration, viii. Bal Swachhata Abhiyan, ix. Swachha Vidyalay Abhiyan in Schools, x. Observation of International Day for the Disabled at district level and awareness programme for parents of children with Special needs (CWSN), xi. development of leaflets and posters and xii. Capacity building programmes for the members of School Management Committee.

An analysis of the approved budget for 2015-16 reveals that maximum funds have been earmarked for enrollment drives and awareness programmes whereas, less funds have been allocated for capacity building programmes. As per the report of the State Project Office i.e. OPEPA, It was targeted to orient 317808 School Management Committee Members during 2014 out of which the State has been able to orient 283889 SMC members for a duration of three days which comes to 89.32 percent achievement of the target. There are 61619 SMCs in place across the State as against 63074 Schools available for the State which comes to 97.69 percent. But the Annual Status of Education Report (2014) says that there are 89.6 percent schools have SMCs out of which 87 percent schools in rural areas are functional as against 89 percent in urban areas. It is very important to have functional SMCs in each school which is possible through the continuous capacity building programmes of SMC members.

#### **Activities to be Undertaken by the State**

An insight into the activities undertaken reveals that quality related activities have not been planned by the State under community mobilization programmes. The National Policy on Education, 1986 envisages to involve the community in a big way to improve the quality of education. The SSA framework for implementation envisages for community ownership of school based interventions through effective decentralizations which has to be done through involvement of women groups, VEC members, and members of Panchayat Raj Institutions. The framework also expects to have a community based monitoring system. SSA aims at cooperation between teachers, parents and PRIs as well as accountability and transparency to the community. The RTE also

pinpoints the role of SMC such as: i. to monitor the working of the school like a watchdog, ii. To prepare and recommend School Development Plan and to monitor the utilization of different government grants. Therefore, the following activities are suggested to be planned for up gradation of quality of elementary education.

- i. Capacity building of SMC members to monitor the curricular and co-curricular activities of the school and extend a supportive hand to the school teachers.
- ii. Preparation of School Development Plans by community members and teachers jointly and ensuring implementation of SDPs.
- iii. Community based support for Continuous and Comprehensive Evaluation.
- iv. Preparation of teaching- learning material (TLM) by using community resources.
- v. Development of contextual materials for the school with the help of community members as done in case of multilingual education in the State.
- vi. Capacity building workshop for empowering community members for social audit
- vii. Mobilizing community members for education of girls, SCs, STs and minority groups, urban deprived children and children with special needs.
- viii. Giving recognition to exemplary SMCs at the State Level.

### **Conclusion**

A critical analysis of State level activities reveals that many awareness generation programmes have been undertaken. It's now high time to convert their awareness to performance. There is a need for intervention activities for community mobilization. Community as a source of knowledge can play a bigger role in upgrading the quality of elementary education. Once the SMC members are empowered they can take a proactive role voluntarily to contribute to the cause of quality education. They can also play a part in social auditing. The planners and administrators have to realize the strengths of the community. Once the community owns the school the parents will not admit their children in private schools and the burden of the teacher can be shared resulting in achievement of quality education.

### **References**

- DPEP (2008). *District Primary Education Programme*, Odisha: DPEP.
- GOI (1986). *National Policy of Education*, MHRD, Report of Education, New Delhi.
- International Network for Quality Assurance Agencies in Higher Education 2010, *Quality Assurance Graduate Programme Materials*, viewed 20 October 2010, [http://www.inqaahe.org/admin/files/assets/subsites/1/documenten/1254907477\\_module-1-unit-3-final.pdf](http://www.inqaahe.org/admin/files/assets/subsites/1/documenten/1254907477_module-1-unit-3-final.pdf)
- Ministry of Human Resource Development, (1968, 1986, 1992). *National Policy on Education*, New Delhi.
- RTE (2010). *Right to Education at Elementary Level Programme*, Odisha: RTE.

## **ACADEMIC QUALITY ASSURANCE WITH DECENTRALIZATION OF SCHOOL EDUCATION**

---

Rakesh Kumar, Teacher in mathematics, Netarhat Residential School, Netarhat, Jharkhand, Email: [education.rakesh@gmail.com](mailto:education.rakesh@gmail.com).

### **Abstract**

*Quality assurance in school education is streamed in two interconnected concepts: (1) quality academic management and (2) quality students' intake. On behalf of this the Hon'ble High Court of Uttar Pradesh announced that all government employees will send their children to government schools because this is the only way when the central and state officers will take care of school system and it will definitely improve the quality of Govt schools. Of course, this may be a good initiative towards the quality assurance of school education but this decision may take numbers of years to implement but rather thinking towards the direction of this decision we have to adopt the alternate ways to improve the quality of school education and it's sustainability in the society and for this the decentralization of school system is must because it helps the school system more accurately compare to centralized system as it then involve more local people for its monitoring and quality is under frequent observation. Moreover, the stage wise local selection of teachers also helps the system to maintain the quality in school management. In this paper both concepts are presented, with points on internal state and term plan activities for quality improvement in school education in India.*

**Keywords:** Decentralization of schools, Selection and retention of teachers in schools.

---

## Introduction

Quality education is an effective means to fight poverty, build democracies, and foster peaceful societies. Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to self-actualization, and broadens perspectives to open minds to a pluralist world. There is no one definition, list of criteria, a definitive curriculum, or list of topics for a quality education. Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place. Society is changing so the needs. And according to needs we change and when we want to change ourselves we change our action in daily life, Education is also such type of a need. So when we rethink about our present system of education we thought its quality degraded but it is not so. Its quality is not matching the present needs so we are worried. And of course we do.

Presently we are worried about our education system in private as well as government schools. My thinking behind the present education system towards the two different domains, first the students and second the teachers. And to assure the quality we must think over these two but very important factors. First important thing is to bring/choose the better academicians, to retain them in education system, and how to assure the quality of instructions in schools. Second how to bring all the children from the locality. I will discuss mainly the teachers' aspect.

Selection of good personals to teacher training programmes and their placements into school system. Present point of discussion is why a person will come to teaching profession and what he does after completion of his/her training, of course in India we wait for government to publish vacancies for teaching consider an example of state Jharkhand where teacher recruitment comes in 10 years or more than the interval of 10 years even this year Govt announced the vacancies after 31 years. So if such conditions will in force who will come to teaching profession, rather whoever is coming he/she will make the teaching as business (tuitions, coaching etc) as they will be working in some private schools. Here private schools are also not willing to pay as the teachers deserve since they knew the policies of government as the government is not providing the teachers a regular job their compulsion is to work with them and once the age limit passes the candidate is obligate to stick with the unsatisfied job and quality hamper. Here one best solution comes to my mind, let's shut down all the government schools?? If there will not be any government school every school left will be private and so in quality. Because the question of quality comes itself from private schools.

Now think we have many areas where government is not present directly but we got the quality product. Can we think a government car, what is the condition of government buses if anywhere? Whether we can think a government road construction company, no all runs on tenders why? Since government knows it can't assure quality if they do. As Govt don't want blame. Whether these works are temporary? No. Government itself can't publish quality books. If I'm wrong check all the syllabus of competitions organized by Government itself. Why we need coaching for variety of service exams. This is always a burning issue before us. We have regular coaching centers providing coaching for engineering and medical entrance, UPSC services, STATE level services and other union territories services. Do we ever think why we don't have coaching classes for scientist like services? Leave it. My discussion was whether these private tuitions and coaching centers affect the instructions in schools? As these supporting institutions merge more teachers from society and destroy the relationship among school teachers and students which is the crucial factor which affects the quality of classroom instructions.

Now come back to our main point of discussion i.e. the selection of students into teacher training institutions, government provides corers of expenditure on such type of institutes. So the foremost responsibility of these institutes is to provide best training to their students. Then place them into the school system according to their area of interest viz either educational administration or teaching. If we can make it, half of our problem will solve automatically. Question is How to select the good students into such training courses. If we made the above facilities for the students and their career, definitely bright students will come to teaching profession, then only we can implement the good entrance exam for them and our motto that is the idea of decentralization of selection process will fulfill.

1. Recruitment must be at university level. Means government must select future teachers from all the universities by conducting appropriate entrance every year or with a fixed interval on financial years say of 5 years. Then send them or make provision for teacher training courses.

2. There must be a 6 month internship programme in their curriculum to monitor and for assessment of different teaching attributes like class room management, used methods in teaching, public behavior, contribution to school improvement programmes etc.

Now the second most important factor the child. Since whatever we think, we think for our bright future and these children are our future so we have to think a number of times before sending them to a school because it is the most crucial 10 years of their life which we can't change if any misleads come to their life. So we must provide a good infrastructure to them for their holistic development. That is why every school must have the following facilities for the wellbeing of our child.

1. Health assurance.
2. Assurance of sanitization.
3. Food and pure drinking water.
4. Security assurance.
5. Human resources.

The 12th Five year plan period coincides with the period of the implementation of the Right to Education Act. India is poised to provide quality education to all children in the country irrespective of gender, caste, creed, religion and geographies. The Organization of Economic Cooperation and Development (OECD), 2005, puts the average spend on education proportionate to national GDP at 5.6%, while Korea being 8% and 3.5% in Turkey and Greece. India spends on an average, less than 3% of its GDP. India currently has the world's largest student body with 135 million children attending primary school. The 86th Amendment makes free education of children aged 6-14 a fundamental right. Over the past decade the Sarva Shiksha Abhiyan (SSA) programme has brought over 60 million additional children into school expansion at a scale and pace unprecedented in history – achieving near universal enrolment and gender parity. Since the 1960s, expenditure of 6% GDP on education has been recommended in 13 policy documents. DISE data for 2007-08 shows that 14% of the elementary schools are under unaided management. The National Sample Survey 2009 reports that at primary level, 7% of students study in private aided, and 20% in private unaided schools. Quality of education remains a major issue in *all* types of schools. Private schools can only be afforded by parents who can pay fees, which are often substantial and children from the educationally backward sections of society do not get to study in these schools. The expansion of fee paying schools which function effectively will be limited by the number of parents who can pay enough fees to enable effective education. The private schools running on low fees have been severely constrained in terms of quality education. Deterioration in our education system is a burning issue now. Starting from primary to university education we are failed to provide quality education to our children. There is no single reason or problem which may be blamed for these; rather several factors which govern the quality of instruction in the schools and institutes of higher education. But my discussion will focus on assurance of quality education in school education system.

The monitoring system in schools is the basic factor to maintain the quality of instruction in schools, that is why we did many surveys in private and government schools and got the result that we Indians never thought of a government school for our children at least if we can bear the expenditure of private schools nearby. It is always the second chance we adopt the government schools for our children with due obligations. Which leads to dissatisfaction of parents about their child's education in school?

My discussion has two points to discover first related to maintaining the quality input of teachers in school service and second the monitoring system in school. Because only good officers are not enough we need good governance too. It may be noted that enriched infrastructure and well paid teachers are not enough to maintain the quality in school education particularly in state government schools. On the contrary, the performance of some other schools is found to be encouraging year after year despite they have inadequate materials as well as low paid human resources, so these two factors are not the contributing factors of quality assurance of schools. It is the commitment, accountability and action taken thereof play a vital role in ascertaining quality assurance in schools.

Now my question, why a person will choose a career in teaching? This question is not for social discussion rather for inquiry purpose; means if anyone is coming to school teaching job, the organization must know the philosophy of the person as a teacher in school which leads to determine the factors useful to maintain the quality in school teaching, provided school management provides quality monitoring, because good monitoring is a must factor to retain the

good teachers in teaching. My argument is our selection process of teachers is not enough, particularly in school level.

Teachers are the real advantage of our education system, not only according to educational philosophy, but also according to generally accepted opinion in India Teacher education must take place in the faculties of education of full universities and leads to a master's degree in educational sciences. Even if this claim is generally accepted, it is more than difficult to prove the case of supposed superiority. This may not be even necessary, because it is more important for the nation that teachers must be university- educated. We need more comparative studies of teacher education in order to learn from different systems of educating teachers.

The quality in content: The selection process during present time is not enough to choose best teachers as it comprises very less of school content (except NVS and KVS Entrance) particularly in Jharkhand it is very low in content which results into low quality content teachers in elementary schools. We have to increase the no of papers during selection process for example Paper 1-Algebra, Numerical literacy, Statistics and Paper 2- Geometry theoretical, Practical Application and Construction. etc. Paper 3- Teaching Aptitude Test.

The quality of process: At training level quality work must be monitored frequently to excel the teaching practices. Like seminars on preparation of lessons, question setting etc.

The Quality outcome: The responsibility of institutes must be provoked here. It must be their responsibility to provide campus to their eligible candidates through campus recruitments.

The salary structure: My suggestion is if government provides equal salary to all teachers at every level of school education as equal as college lecturers or more as they have to invest additional four years in academic (2 years for B.Ed and 2 years for M.Ed.) then it might breakdown the burnout rate of teachers at different stages of school system. My suggestion that every teacher must have post-graduation degree in school subject and additional four year specialized teacher training courses like primary education, elementary education and secondary/higher secondary education.

An experiment toward quality assurance in schools is Netarhat Residential School, Established by Government of Bihar in 15<sup>th</sup> November 1954 as a model school (now in Jharkhand). Where admission is purely based on merit. School culture is based on old Indian philosophy of "Gurukul System"; students are getting all facilities from the government like free accommodation and flooding. Government appoints well qualified teachers to different subjects. It is the only school in India where the teachers are given gazetted officer rank as well as the salary equal to class one officers in India. This is one of the reasons why the retention rate is very high in Netarhat School, due to which academic doesn't hamper at all.

As a proof of quality schooling at Netarhat we have more than 70 IAS and IPS officers from the school, countless engineers from IITs, NITs and other reputed universities, great mathematician like Dr.Vashishtha Narayan Singh, Scientist Dr.Prabhat Ranjan (Director TIFAC, INDIA) etc. and many mote educationists like Dr.K.K. Nag (Ex VC Ranchi university), rather I can't list all the successful person from the school as it will take time. So I can say the experiment is possible and we can take initiatives to open such schools at least one in each state, which means 33 model schools and 3300 brilliant students to government schools and the success will be 33 times more. Government also took initiative the GoI opened Navodaya Vidyalaya based on the setup of Netarhat School and the result of course coming good.

### **Conclusion:**

This section synthesizes insights drawn from our analysis of the research literature on teacher quality and effectiveness, prominent reform strategies and initiatives, and the philanthropic grant making landscape in this area, as presented earlier in this report. Our goal is to identify a set of key issues that foundations or other interested organizations may wish to consider as it continues to develop a targeted investment strategy for promoting teacher effectiveness and student learning. We begin with a top-line summary of the major points and conclude by discussing several decision points for consideration.

- Learners may be excluded from education for a variety of reasons: ethnicity or racial bias, gender bias, poverty, health, social status, geographic isolation, and other forms of marginalization. Quality education seeks to reduce barriers to children attending school and then to enroll them in school. Thus, the cycle of exclusion can be broken and the children can start on the path to a life where it is possible to fulfill all human rights.
- Learners bring with them a history of life experiences. All of these experiences, both positive and negative, affect how they learn. Some of their experiences can enhance their

and others' learning. In a setting that creates quality education, learners are affirmed for their existing knowledge.

- A quality education carries with it the implication that the needs of individual learners will be considered and addressed in developing and delivering instruction. In quality education settings, the learners know that instruction can be adapted to meet their learning styles and needs. Schools and other non-formal or informal learning facilities are reducing physical and psychological barriers to student participation. Physical modifications as simple as providing adequate sanitation and hygiene facilities for all students make it possible for girls to go to school. Psychological changes – such as eliminating bullying and corporal punishment – alleviate the fears of students and parents alike. Such change can increase enrollments quickly, and those enrolled can focus on learning rather than being distracted by threats to their well-being.
- Reforming education to address quality will entail reassessing how resources are currently employed and require new resources – time, money, and the good will of personnel, all three of which may be in short supply. Implementing a new programme often means having to take resources away from existing programmes, yet current education must continue while new curriculum and pedagogy are being designed and developed. Governments must use the existing resources more effectively and provide new funding and resources during the start-up phase rather than expecting local administration and educators to donate in-kind services to accomplish this important task.
- Teachers' own scores on college-entrance and certification exams positively relate to greater student achievement.
- A teacher's experience exerts a positive impact on student achievement, although that effect subsides after the first few years in the classroom.
- With respect to teacher recruitment, workplace conditions such as guaranteed planning time, additional support, and reduced class sizes appear to be more powerful inducements than salaries or monetary incentives.
- Leadership and working conditions matter a great deal to teaching and learning. These contextual forces directly affect both teacher-retention rates within particular schools and likelihood that teachers will remain within the profession.
- The qualities of effective professional development that have been found to directly affect teaching knowledge and practice include opportunities that: are grounded in subject-matter content; involve extensive engagement; build on what teachers already know; engage educators directly; and involve teams of teachers from the same school.
- An emerging consensus appears to be forming that traditional teacher evaluation methods are inadequate and inconsequential in ensuring a quality teaching workforce. For this reason, a stronger reliance on student learning as a focal criterion for evaluation, value-added approaches that more rigorously attribute improved student outcomes (typically test scores) to individual teachers, and the use of multiple measures or criteria to ensure a more holistic assessment of performance are gaining political momentum as a basis for next-generation models of teacher evaluation.

## References

- Shaping the Education of Tomorrow* Full-length Report on the UN Decade of Education for Sustainable Development. UNESCO, 2012.
- Defining Quality in Education* Working Paper Series, Education Section, Programme Division United Nations Children's Fund New York, NY, and USA. 2000.
- Hightower, A. Mand Lloyd S C. et al in *Improving Student Learning By Supporting Quality Teaching*. Key Issues, Effective Strategies. Editorial Projects in Education, Inc. Bethesda. 2011.

# PERCEPTION OF TEACHERS, PARENTS AND STUDENTS ABOUT CONTINUOUS AND COMPREHENSIVE EVALUATION AT ELEMENTARY SCHOOL LEVEL IN ODISHA

Dr. Sudarshan Mishra, Reader, Department of Education, Ravenshaw University, Cuttack

Mr. Prashant Mallik, Research Scholar, Department of Education, Ravenshaw University, Cuttack

## *Abstract*

*The investigator undertook a study related to perception of teachers, parents and students about continuous and comprehensive evaluation. Qualitative survey method was followed for the present study. A sample of twenty elementary schools were selected randomly from Jajpur district of Odisha. Thirty elementary school teachers and fifty parents consisted the sample of the present study. Seven focus group discussions were done with students in different elementary schools. The size of focus group were varied from 8 to 10. Students were taken from upper primary classes (VI to VIII) between the age group 11 to 14 years. A questionnaire for teachers and an interview schedule for students were developed by the investigator in Odia language to collect relevant data. Data were analyzed by using both quantitative and qualitative data analysis techniques. It is found that though most of the teachers said that they are aware about CCE, but the way they responded the items shows that they are not much aware about CCE. Similarly, parents and community members are also not aware about CCE. Teachers are least bothered even to inform the parents about the assessment results. It is found that lack of adequate teachers is one of the major reasons for not implementing CCE scheme in true spirit.*

**Keywords:** Continuous and Comprehensive Evaluation, perception, teachers, parents, students.

## **Introduction**

One of the guiding principles of National curriculum framework (NCF 2005) is “ensuring that learning is shifted away from rote methods”. Hence, importance should be given for *comprehensive evaluation* to assess development of important skills and abilities, higher order thinking skills like, problem solving, reasoning, creative thinking and judgement, etc. Learners should be assessed about their competency in curricular subjects, other curricular subjects, curricular activities and socio-personal qualities. Curricular subjects include assessment of subjects like, language, mathematics, science and social sciences. NCF (2005) identified four other curricular areas which need to be assessed: work, the arts and heritage crafts, health and physical education, and peace. Curricular activities include assessment of Literary and scientific activities (such as, library reading, debate, recitation, creative writing, speech-making, science club, etc.); Cultural activities (such as, drama, music, dance, drawing and painting, sculpture, artistic embroidery); and Outdoor activities (such as, games, sports, Scouting, NCC, First Aid, Junior Red Cross, study tour, excursion, community services, gardening, etc). Socio-personal qualities include assessment of regularity, punctuality, discipline, habits of cleanliness, emotional stability, initiative, cooperation, sense of responsibility, entrepreneurship, civic consciousness, spirit of social service, attitudes (towards teachers, studies, schoolmates, school programmes, school property), physical health, etc.

Another guiding principle of NCF (2005) is “making examinations more flexible and integrating them with classroom life”. Constructivists say learners who have been engaged to construct new knowledge are expected to learn more during assessment (Brooks and Brooks, 1993). Hence, assessment should be a continuous process. Sustained efforts of learners should be evaluated on a continuous basis instead of one time term-end examination. There should be regularity in assessing learners. It may be through class test, unit test, monthly test, half-yearly or annual examination. Techniques of assessment may include written, oral, practical examination; observation; medical check-up; etc.

Hence, Continuous and Comprehensive Evaluation (CCE), refers to a system of school based evaluation of students that cover evaluation of curricular subjects, other curricular subjects, curricular activities and socio-personal qualities on a regular basis. It is a development process of assessment which emphasizes on two fold objectives: 1) Comprehensiveness in evaluation covering all aspects of students’ personality and 2) continuity in evaluation which should be both process and product oriented.

## **Rationale of the Study**

NCF-2005 says, “Each school should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning” (p.115). Right to Education Act, 2009 in its section-29 (2), clause-h recommended for comprehensive and continuous evaluation of child’s understanding of knowledge and his/her

ability to apply the same. NCF-2005 has already been implemented in almost all the states. The CBSE had initiated the scheme of CCE and Grading System in all schools affiliated to it. By and large the scheme has been accepted and implemented whole heartedly by the schools. NCF-2005 has already been implemented in Odisha. States instituted curriculum and textbooks reform based on child-centric assumptions elaborated in NPE-1986/92, NCF-2005, and RTE Act, 2009. Sarva Shiksha Abhiyan (SSA) has initiated number of steps towards improving the quality of elementary education in the state. SSA provides support under Learning Enhancement Programme (LEP). LEP funds are utilized for developing modules and exemplar material for teaching learning, teacher training and for implementing CCE scheme.

Rosario (2012) conducted a study on whether continuous assessment in higher education support student learning. The findings illustrate the need to consider more effective and efficient ways in which feedback can be better used to facilitate student learning. Cano (2011) conducted a case study on students' involvement in continuous assessment methodologies. Analysis of the results established that most students preferred to participate in the course following the new methodology. Cruickshank, et al. (1975) found that majority of students in all years preferred a continuous examination system to conventional final exams. Most students also thought that they worked harder under the present scheme than they would have done with final exams and found that examinations helped their attempts to study seriously. However, some students complained that continuous assessment put them under a perpetual strain. Singhal (2012) revealed that teachers are not adequately prepared for the effective execution of CCE in government schools. Further, large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE. Bhattacharjee and Sarma (2009) found that co-scholastic activities have not earned a proper place in the school routine. Teachers did not have any kind of formal training to handle the co-scholastic activities. There was also no evaluation of these activities either half yearly or annually. Rao (2006) found that as a result of training in CCE, teachers had improved their questioning skills in the classrooms and other evaluation practices pertaining to scholastic areas and personal and social qualities of students which were continuous and comprehensive in nature. Pani (2004) found that CCE has significant effect on both scholastic areas and co scholastic areas. Kumar, et al. (2004) found that CCE is in practice up to different levels of school education in states and UTs. In more than 50% states/UTs hard spots in learning are being identified at all stages of school education. Only in some states project work techniques is being used at all stages of school education for assessing students' performance. Approximately half of states/union territories analyses the results for different purpose. Rajput, Tewari and Kumar (2003) revealed that the systematic implementation of the scheme of CCE helps in developing and providing both scholastic and co-scholastic areas. It further revealed that the scheme itself ensures the continuous assessment of students' performance, diagnosis and remediation. Khandelwal (2002) found that there is a need to understand the accountability that tends to be the purpose for the assessment of students achievements and school performance.

Introduction of the continuous and comprehensive evaluation is a very revolutionary project at elementary level. The aim of continuous comprehensive evaluation can be effectively implemented when all the stakeholders concerned with children realize its importance in the regular teaching learning cycle. Parents and public are new to the concept of continuous and comprehensive evaluation. "Continuous and comprehensive evaluation without raising community awareness and apprehension may not be delivering the desire goods" (NCERT, 2012).

CCE scheme has already been implemented in our schools. However, whether the real aim of CCE is achieved or not needs to be studied. We have many problems at elementary school level such as, lack of adequate teachers, low salary of teachers particularly, for contractual teachers, poor background of children, illiteracy of parents, lack of infrastructure, lack of coordination among teachers, students, parents, community, and government. Numbers of studies have been conducted on CCE which the investigator has discussed above. Nevertheless, the investigator has not come across any study related to perception of various stakeholders about continuous and comprehensive evaluation. Furthermore, most of the studies are conducted at secondary, senior secondary and higher education level. There is hardly any study conducted at elementary school level particularly, in Odisha. So, the investigator is keen to study the perception of teachers, students and parents about continuous and comprehensive evaluation.



## **Methodology**

Since the study attempts to bring out relevant details from students, teachers and parents regarding various practices adopted and the problems and issues related to the continuous comprehensive evaluation, qualitative survey method was appropriate for the present study. A sample of twenty elementary schools were selected randomly from Jajpur district of Odisha. Thirty elementary school teachers were selected from these schools through random sampling method. Fifty parents of elementary school students were selected conveniently. Seven focus group discussions were done with students in different elementary schools. The size of focus group were varied from 8 to 10. Students were taken from upper primary classes (VI to VIII) between the age group 11 to 14 years.

For collecting the relevant data related to the perception of teachers about CCE, a questionnaire was developed by the investigator in Odia language. The questionnaire consisted of 17 items altogether. For collecting the relevant data related to the perception of parents of elementary school students about CCE, an Interview Schedule was developed by the investigator in Odia language. The schedule consists of altogether 14 items of both closed and open-ended in nature. For collecting data related to the perception of students of elementary schools in Odisha about CCE, seven guiding questions for focus group discussion was developed by the investigator in Odia language.

After the collection of relevant data through questionnaire for teachers, interview schedule for parents and focus group discussion with students, the investigator transcribed the data into written text. Data were analyzed by using both quantitative and qualitative data analysis techniques. Quantitative data analysis includes frequency and percentage. Qualitative data analysis includes thick description.

### **Perception of Teachers about Continuous and Comprehensive Evaluation**

#### **Awareness of Teachers about CCE**

When the investigator asked, “Do you know about CCE?” most of the teacher respondents (90%) said ‘Yes’ whereas, only few respondents (10%) said ‘No’. Those who said ‘yes’, they said:

- Continuous evaluation means to assess students’ progress every day and each period.
- By CCE, we can evaluate students’ curricular subjects, curricular activities and socio-personal qualities through unit test, monthly test, semester test and annual test.
- CCE means all round evaluation of students.
- CCE involves both qualitative and quantitative assessment of students’ learning.
- CCE not only assesses students’ performance but also assesses teachers’ work ability, teaching aptitude and examination organization skills.

#### **Evaluation of Students’ Performance in Various Areas**

When the investigator asked, “Do you evaluate students’ performance in various areas?” most of the teacher respondents (83%) said ‘Yes’ whereas, only few (17%) said ‘No’. When the investigator asked about the areas in which students are being evaluated and how, following responses came.

- We evaluate curricular subjects like, Language, mathematics, science, social sciences, etc.; curricular activities like, debate, sports, Art; and socio-personal qualities like, personality, character, leadership quality, behavior, etc.
- We cannot properly evaluate curricular activities or socio-personal qualities of learners due to lack of training, shortage of teachers, inadequate supporting infrastructure, paucity of time and heavy workload.

#### **Tools and Techniques in Curricular Subject Evaluation**

When the investigator asked, “Do you use various tools and techniques for student evaluation?” all the respondents said ‘Yes’. When the investigator asked about what are the tools and techniques they are using in curricular subject evaluation, following responses came.

- We adopt written examination because it is very easy to administer and it saves time, money and effort.
- We use practical test in science subjects.
- We give assignments to students.
- We are administering unit test, monthly test, half-yearly and annual examination.

#### **Perception of Teachers about Equal Emphasis on all Types of Examination**

When the investigator asked, “Do you give equal emphasis on all types of examination?” all the teacher respondents said ‘Yes’. They said that they give importance to written test, oral test, and other examinations according to state guidelines. Organization of various types of evaluation helps

them to know about students' strengths and weaknesses. However, they said "This is a formality to maintain record. Practically, we cannot give importance to oral and other methods of evaluation. We do not give importance to evaluation of curricular activities such as, evaluation of participation in games and sports, literacy activities, examination of personal-social qualities, etc. We have lot of pressure for organizing various types of examinations e.g., questions setting, conducting examination, maintaining records, evaluating answer scripts, etc. Due to CCE, lot of time is wasted in maintaining records only".

#### **Effect of CCE on Students' Performance**

When the investigator asked, "Do you feel any effect of CCE on student's performance?" all the teacher respondents (100%) agreed that there is significant effect of CCE on students' performance. They said:

- CCE helps students to enhance their mental ability and creates a competitive attitude.
- Continuous curricular evaluation gives periodical scenario of students' development that helps teachers to develop proper plan for personal attention. Students can also know their strengths and weaknesses.

#### **Identifying Learning Difficulties of Students**

When the investigator asked, "Do you identify learning difficulties of students?" most of the teacher respondents (83%) said 'Yes'. They said that they identify learning difficulties through observation and diagnostic test in curricular areas.

#### **Providing Remedial Teaching**

When the investigator asked, "Do you give remedial teaching?" most of the teacher respondents (90%) said 'yes'. They said:

- Students those are academically poor, they need remedial teaching. Remedial teaching is very important in government elementary schools because students do not come to school regularly. It should be given in such a way that other students do not feel bore. It should be given according to the extent of difficulties faced by the students.
- We cannot give remedial measures to students in curricular activities because it is not important aim of school. We have lot of obstacles such as, lack of physical and art instructor, lack of school time for curricular activities. Students need to be given more time to participate in curricular activities in school.

#### **Evaluation of Socio-personal Qualities**

When the investigator asked, "Do you evaluate socio personal qualities of students?" most of the teacher respondents (93%) said 'yes'. They said that they evaluate students' cleanliness, behaviour, character and responsibility. It should be evaluated through observation. However, one of the respondents said, "Evaluation of Socio personal qualities is very difficult as teachers are biased by previous observation and personal relationship. Some students behave well in school but not at home. Hence, it is difficult to evaluate. Sometimes, students do not behave normally. It is artificial. So, we face difficulty to assign grades in socio-personal qualities."

#### **Strengths and Weaknesses of CCE**

When the investigator asked, "What are the strengths and weaknesses of CCE?" the responses are summarized as follows:

- Previous examination systems did not emphasize upon evaluation of curricular subject, curricular activities and socio-personal qualities. CCE only can do it
- We don't have adequate fund and supporting environment for smooth implementation of CCE.
- Acute teacher shortage and lack of recourses and infrastructure are major hindrances towards implementation of CCE properly.
- CCE is a burden because teacher has to do lot of things other than teaching.

#### **Perception of Parents about Continuous and Comprehensive Evaluation**

##### **Awareness of parents about present evaluation system**

When the investigator asked, "Do you know about CCE?" most of the parent respondents (90%) said that they are not aware about CCE.

##### **Informing parents about child's progress**

When the investigator asked, "Do the teachers inform you about your Child's progress or problems?" most of the parent respondents (80%) said 'no'. They said that teachers sometimes give remarks about the child such as, how to take care of the child, sending the child to school regularly, etc.

### **Showing Report Cards**

When the investigator asked, “Do teachers send or show your child’s progress card?” most of the parent respondents (88%) said ‘no’.

### **Discussion with teachers about progress of the child**

When the investigator asked, “Do the teachers discuss with you about your child’s progress in school?” all the parent respondents said ‘no’.

### **Suggestion of parents to teachers**

When the investigator asked, “Do you give suggestions to teachers for improvement in evaluation process?” most of the parent respondents said ‘no’. They gave following reasons:

- We do not give suggestions because teachers have better knowledge about evaluation system.
- We are illiterate. So we are unable to give suggestions for improvement of evaluation practice.
- We have no knowledge about examination pattern.

### **Discussion about oral examination with children**

When the investigator asked “Do your children discuss with you about oral examination?” most of the parent respondents (80%) said ‘no’. However, some parents said that sometimes children from their own side discuss about the questions asked by the teachers, how they have answered, who gave good answers, etc.

### **Discussion about written examination with children**

When the investigator asked, “Do your children discuss with you about written examination?” most of the parent respondents (68%) said ‘no’. They said that since they are illiterate, they do not ask about written examination. Even they do not have any idea about written examination.

### **Parents’ perception about evaluation of participation in curricular activities**

When the investigator asked “Does your child discuss with you about evaluation of curricular activities?” most of the parent respondents (90%) said ‘yes’. They said that their children curiously discuss about their performance in curricular activities, who else performed in curricular activities and what are the events they performed good or bad.

### **Perception of parents about evaluation of socio-personal qualities**

When the investigator asked “Does your child discuss with you about evaluation of socio-personal qualities?” more than half of the parent respondents (58%) said ‘yes’. They said that children talk about how they are appreciated by teachers for their good behaviour, maintaining discipline, cleanliness and leadership quality and how they are being awarded for attending classes regularly. However, a sizeable number of parents said ‘no’ to above question.

### **Parental help to prepare for examination**

When the investigator asked, “Do you provide any help to your child for examination?” most of the parent respondents (64%) said ‘no’. They said that since they are illiterate, they cannot directly help their children in their study. Besides, due to lack of time they cannot help their children for examination. Because of poverty, they cannot send their children for private tuition. However, one-third of the parent respondents said ‘yes’ to aforesaid question. They said that they regularly send their children to private tuition; help them how to speak with correct pronunciation, help them how to recite rhymes, help them in sports, art, debate and other activities where they know something, etc.

### **Helping child for socio-personal qualities evaluation**

When the investigator asked, “Do you help your child for socio-personal qualities evaluation?” most of the parent respondents (60%) said ‘yes’. They said “We advice our children how to become good citizen and good social being. Children learn from what their parents and family members do. So we maintain a good social and spiritual life”.

### **Perception of Students about Continuous and Comprehensive Evaluation**

The summary of focus group discussions are presented below:

- We are very happy in continuous evaluation because it evaluates our competencies. Curricular evaluation helps us to know what we are lacking in curricular subjects. However, teacher should give equal importance to both written and practical examination. It minimizes students fear to appear examination.
- Curricular subject evaluation should be continuously organized in school. We can know our progress through continuous evaluation.

- Curricular activities should be organized every month because students have interest in sports, debate, arts and other activities. Teachers should not only consider what students are performing in school but also what they are performing at home, and in community.
- Evaluation of socio-personal qualities is not properly organized. Teacher should continuously observe students' socio personal qualities and consult with parents about the behaviour, character and other qualities of the child.
- We enjoy examination. Unit test makes us confident for next other important examinations.
- While assigning grade to the students, teachers should consider opinion of parents and community members.
- We feel happy when teacher thanks us or recognizes us in classroom in presence of our classmates. We feel very happy when teachers appreciate us in the classroom. When we do something good, teachers, friends and our family members feel very happy and encourage us how we will perform better. We get rewards and prizes for this. Teacher also motivates us. Those who do not get good grades, if they do well and get prize and encouragement, they are motivated to learn.
- Earlier, only subject knowledge was evaluated. Now our teachers also give emphasis on performance in sports, debate, arts, etc. So, we enjoy it. Teacher also looks qualities such as, cooperation, punctuality, character, responsibility, etc. However, Because of lack of human and materials resources, many curricular events are not organized in school.
- Parents and teachers give us punishment if we are engaged in undesirable activities in school and break the rules and regulations of the school.
- In the present examination, there is no detention system which is a positive point of examination as students now enjoy examination. Earlier it was a panic.
- Our parents do not know about our performance in school because teachers do not discuss it with parents. They never discuss about our progress or show our progress card to our parents. Our parents feel very happy when we discuss about our achievement in school. However, they come to school only when they have any complaint against us. Teachers do not want to meet personally with our parents and discuss about our progress and problems. Teachers should consider parents' opinion while evaluating child's behaviour, attitude, personality and other socio personal qualities because they can give actual data about the child. Teachers should suggest our parents about how we will overcome about some study related problems
- We are from poor family and we try to do our best in curricular subjects. Instead of giving rewards, prizes, encouragement, if the school could provide some amount of money, it will be helpful and real inspiration for our future study.
- Because of no-detention policy, we enjoy examination process. Most of us are from poor family. If we fail in examination, our parents will not send us to school.
- We are scared of evaluation. We do not feel good when unit test examination conducted in school because we are very poor in curricular subjects. We do not enjoy examination as teachers do not teach us properly what to write in examination. We think evaluation should be conducted yearly. However, curricular activities should be organized monthly or quarterly.

### **Discussion**

- Though most of the teachers said that they are aware about CCE, but the way they responded the items shows that they are not much aware about CCE. Teachers should clearly understand aim, objective and function of continuous and comprehensive evaluation. They should have a favorable attitude to evaluation and actively organize evaluation process. Hence, time to time in-service training and workshops for teachers should be organized on CCE. Sufficient training modules and learning materials should be developed on CCE in Odia language.
- Similarly, parents and community members are also not aware about CCE. Teachers should motivate parents how they should be involved in the evaluation process. They should be motivated to regularly attend PTA meetings.
- Teachers should be encouraged to use various methods, tools and techniques of assessment such as, portfolio, rubrics, anecdotes, observations, projects, etc.; oral and written test; self, peer and collaborative assessment; etc.

- CCE scheme could be successful when there is continuous dialogue between teacher, students, parents and community members. It is found from the above study that teachers are least bothered even to inform the parents about the assessment results. Teachers and SMC members should be oriented about the role of parents and community members towards assessment process.
- It is found that lack of adequate teachers is one of the major reasons for not implementing CCE scheme in true spirit. Government should provide sufficient number of teachers at least as per RTE-SSA norms so as to implement CCE scheme.
- Because of time limit investigator conducted study with small sample. The same study can be conducted by taking large sample.
- Studies can be conducted on different areas of continuous and comprehensive evaluation such as, curricular subject, curricular activities and socio-personal qualities, etc.
- In-depth case studies may be undertaken about the practices of CCE in few schools.
- Present study is conducted on State-run government elementary schools. Same study can be undertaken by taking schools from Kendriya Vidyalayas, Navodaya Vidyalayas, Private schools, etc.

## References

- Bhattacharjee, A. and Sarma, N. (2009). *Status of Co-Scholastic Activities in the School Programme of the Elementary Schools, Assam, India*. Retrieved January 6, 2011 from <http://www.aiaer.net/ejournal/vol22110/8.pdf>
- Brooks, J.G. and Brooks, M.G. (1993). *In Search of Understanding: The Case for Constructivist Classrooms*. Virginia, USA: Association for Supervision and Curriculum Development.
- Cano, M.D. (2011). Student' involvement in continuous assessment methodologies: A Case Study for a Distributed Information Systems Course. *IEEE Transactions on Education*, 54 (3), 442-451.
- CBSE (2010). *Continuous and comprehensive evaluation Manual for teachers Classes VI to VIII*. New Delhi: Author.
- Cruickshank, J.K. et al. (1975). Student views on continuous assessment at Birmingham University Medical School. *The British Medical Journal*, 4 (5991), 265-267.
- Directorate of TE & SCERT. (2012). *Continuous and comprehensive evaluation Framework for elementary stage in Odisha*. Bhubaneswar: Author.
- Khandelwal, B.P. (2002). Examination and Test Systems at School Level in India: Their Impact on Institutional Quality Improvement. In *School Evaluation on Quality Improvement*, pp.100-115, Kuala Lumpur, Malaysia: ANTRIEP. Retrieved May 24, 2011 from <http://unesdoc.unesco.org/images/0013/001398/139804e.pdf>.
- Kumar, S., et al. (2004). *Evaluation Practices- Across the States*. (N.B F23997, Unpublished), New Delhi: NCERT.
- NCERT (2006). *National Curriculum Framework 2005*. New Delhi: Author.
- NCERT (2006). *Position Paper National Focus Group on Examination Reforms*. New Delhi: Author.
- NCERT (2012). *National Achievement Survey Class V*. New Delhi: Author.
- OPEPA (2012). *Status of elementary and secondary education in Odisha-2012*. Bhubaneswar: OPEPA.
- Pani, P. (2004). *A study of the impact of continuous and comprehensive evaluation at primary level in the state of Orissa*. Ph.D. (Edu.), Utkal University, Orissa.
- Rajput S., Tewari A.D and Kumar, S. (2003). *School Based Evaluation: A Scheme Experimented in Primary Classes of D.M. Schools attached to RIEs*. (N.R F23292, Unpublished), New Delhi: NCERT.
- Rao, M.P. (2006). Impact of Training in Continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamil Nadu. *Indian Educational Review*, 42 (1), 60-78.
- Rosario, H. (2012). Does Continuous Assessment in Higher Education Support Student Learning. *Higher Education: The International Journal of Higher Education and Educational Planning*, 64 (4), 489-502.
- Singhal, P. (2012). Continuous and comprehensive evaluation a study of teachers' perception. *Delhi Business Review*, 13 (1). 81-99.
- The Gazette of India (2009). *Right of Children to Free and Compulsory Education Act, 2009*. Ministry of Law and Justice, Govt. of India, August 27, 2009.

## **ASSURANCE OF QUALITY IN ELEMENTARY EDUCATION WITH THE HELP OF SCHOOL MANAGEMENT COMMITTEE (SMC): A CASE STUDY OF DEOGARH DISTRICT, ODISHA**

---

Dr. Satyapriya Behera, Assistant Professor, Midnapore Institute of Education,  
Vidya Sagar University, Midnapore (West Bengal)-721102

### **Abstract**

*School Management Committee (SMC) has a very crucial role in actualizing the goals of Right to Education. As per Section-21 of Right of Children of Free and Compulsory Act 2009 read with Rule-3 of Orissa Right of children for Free and Compulsory Rules 2010 School Management Committee shall be constituted in every school for well functioning school system. The study is being to assess the functioning of School Management Committees (SMCs) for improving on Curricular, Co-curricular and Developmental activities of the school through the involvement of committee members. The design adopted for the study was a descriptive survey. A purposive random sampling technique was used to select of one hundred (100) primary and upper primary schools of all three (03) Blocks of Deogarh district and total no. of SMC members were five hundred (500). Questionnaire, Interview Schedule and Structured Interview Schedule were used for the collection of data from the members. Data obtained were analyzed using statistics like percentage and 't' ratio. The objectives of the study was undertaken with (i) to study the level of awareness of their role on school education, (ii) to study the participation of SMC members in relation to Sex and Caste, and (iii) to suggest remedial measures for overcoming the present problems. The findings of the study indicated that SMCs were very much effective in their activities of student's enrolment of 6-14 years age group, checking dropouts, organizing sports activities, regular attendance of teachers' and absenteeism, arrangement of PTA/MTA meetings, maintain ace of useful electronic devices, beautification of school campus and sanitary environment, etc. Finally, it was recommended that much effort is needed to be done by SMCs members in the three Blocks of Deogarh district to raise the quality improvement in school education and sorting out the present problems with appropriate manner for quality assurance in elementary education, It is hoped that the findings will serve as tools for proper function of all stakeholders in the quality elementary education at school. So it is a case study that School Management Committee is very much essential for maintaining quality assurance in elementary school education.*

---

### **Introduction**

In the context of decentralization of educational planning and management/ functioning has been highlighted in the National Policy on Education-1986 and the revised National Policy on Education-1992 for improving efficiency and better functioning in the whole educational institution. At the school level education, educational planning and management is primarily the function of the community but the School Management Committee (SMC) shall be a representative body of the community to manage the educational institutions and supervise the progress of Universalization of Elementary Education. SMC is the chief executive functioning of school planning and management for implementation of Universalization of Elementary Education.

The School Management Committee was introduced in the year of 2011 to look into the development of school education and to provide compulsory education for the children to complete elementary education of target groups.

For achieving the objectives of SSA through involvement of the SMCs in the planning and functioning of school system, the urgent requirement is of equipping communities with knowledge and skills for managing/functioning schools and making the schools of the community, by the community and for the community. A school owned and functioned by the community is likely to contribute to the national development by way of developing human and physical resources as well as to achieve the national goal of total literacy in the country.

### **Need of the Study**

School Management Committee (SMC) is the chief executive functioning of school management and implementation of Universalization of Elementary Education in the country. Training of the SMC members have been conducted to empower them for planning, executing and supervising the school programme at their level and to bring improvement in instruction and more emphasis has been laid specially on the DPEP districts.

After the introduction of Orissa School Education Community Participation Rule, 2000 during last 5-6 years, a number of comments/ suggestions have come up from different quarters on the functioning of SMCs. It is therefore required to study the functioning of present SMCs as the representative body of the community and its linkages with community members (Panchayat, Selected Village Teachers, Older age group members who are educated), Panchayat Raj Institutions, so that suggestions can be made for improving efficiency of SMCs with active participation of community members for improving school education.

The foregoing researchers have not covered so far as the involvement of SMC members and their contribution towards the functioning of school education is covered. Thus the researcher is eager to explore this area in order to reveal the truth which may yield some fruitful findings that will be ultimately helpful for all concerned.

### **Objectives**

- (i) To study the level of awareness of SMC members about their role in functioning of school education.
- (ii) To study the participation of SMC members in functioning of school education.
- (iii) To compare the participation of SMC members in relation to sex.
- (iv) To compare the participation of SMC members in relation to caste.
- (v) To ascertain the frequency of holding SMC meetings and resolutions made.
- (vi) To suggest remedial measures if any to overcome the problems.

### **Hypotheses**

- (i) There exists no significant difference between the male members and female members of SMC with regard to their participation in school activities.
- (ii) There exists no significant difference between SC and ST SMC members with regard to their participation.
- (iii) There exists no significant in the school activity difference between SC and other caste members of the SMC with regard to their participation in the school activities.
- (iv) There exists no significant difference between the ST and other members of SMC with regard to their participation in school activities.

### **Methodology**

**Method:** Descriptive survey method was followed.

**Population:** All the SMC members of Primary and Upper Primary Schools of Deograh district will be constituted the population of the study.

**Sample:** The researcher followed purposive random sampling procedure for the selection of sample. The sample of the present study consisted of 100 Primary and Upper Primary Schools of Deogarh district and 5- SMC members from each school were constituted the sample of the study. Hence, the researcher selected 100 headmasters and 400 SMC members for this study.

**Tools :** For the present study the investigator developed self-made questionnaire for the Headmaster/ Literate SMC members and structured interview schedule for the illiterate SMC members.

**Statistical Techniques Used:** For the present study descriptive statistical techniques like simple percentage, S.D. and t-test was used for analysis of data.

### **Composition of School Management Committee**

- (i) The members of SMC shall be elected from among the members of the PTA. It shall consist of 12 to 16 members within its jurisdiction as per the following specification.
  - (a) Male members – 50% of which one should belong to SC/ST community according to availability.
  - (b) Female members – 50% of which one should belong SC/ST community according to availability.
- (ii) The remaining 25% of the strength of the Committee shall be from among the following persons.
  - (a) 1/3<sup>rd</sup> members such as Ward Member/ Councilor of any the wards concerned of the GP/NAC/ Municipality in which the school is established.
  - (b) 1/3<sup>rd</sup> members from among the Teachers of the primary school/ upper primary school as the case may be to be decided by the teachers of the school.
  - (c) Remaining 1/3<sup>rd</sup> from among local educationist/ children in the school to be decided by the parents in the committee.

- (d) In case of sixteen members, one more child as member from the children of the School to be decided by the parents in the committee.

### **New Rules for Formation of School Management Committee**

According to new rules, the number of the School Management Committee (SMC) members has been increased to 19, with 50 percent for women. Of the total 19 members of the standing committee, 12 members would be parents. Among the parent members, one male and one female should belong to ST or SC or disadvantage groups, while one male and one female parent from economically weaker section should be members of the SMCs. Other members of the committee will comprise one ward member or corporator of the locality in which the school is, one health worker or Asha Karmi, one anganwadi member, headmaster of the school will be the member convener. Besides, one member from among the teachers of the school to be decided by the teachers, two student members will also be included in the committee.

### **Major Findings**

The collected data were analyzed and interpreted by simple percentage calculation which revealed following major findings of the study.

The findings of the study were briefly organized keeping in view the curricular activities, co-curricular activities and developmental activities of SMC members.

### **Provisions for Awareness of their Functional Responsibilities**

For generating awareness of their functional responsibilities, SMC members were given training through different functionaries of SSA. Through this training the members of the SMCs could develop the school programmes and activities.

- (a) Most of the SMC members (i.e. 80%) were trained through SSA functionaries. Amongst them a few (20%) had not attended their training programme.
- (b) Out of the trained SMC members, most of them (i.e.95%) had found this training program useful and rest of them (05%) were found passive as they could not find any utility of this programme and took this training programme just casually.
- (c) Most of the SMC members (79%) found this training programme very much useful and helpful where as some SMC members (21%) expressed that this training programme rendered just a little help for them. They wholeheartedly did not accept the training programme as useful.
- (d) In about 50 per cent of the schools, the training was given to the SMC members for less than 3 days.
- (e) After the training programme, the SMC meetings were organized regularly (in 50% of the schools) and in some schools it was being organized occasionally.
- (f) It was also revealed from the study that almost all the SMCs had received the incentives provided by the SSA.

### **Attainment Level of Functional Objectives and Participation Pattern of SMC Members**

It was expected that, due to influence of SMC, primary schools should have developed both qualitatively and quantitatively. The present study throws a flood of light on the attainment level of functional objectives of SMC members as under.

#### **(i) On curricular Activities**

- (a) Most of the SMC members (88%) were visiting their concerned primary schools at regular intervals. But in some schools (12%) they were not visiting to the schools, rather they visited when they were called for by the H.M (the members Secretary) of the school.
- (b) Majority of the SMC members (90%) were aware of the education of the children between the age group 6-14 years. About 70 per cent of them were also found to list out the name of dropout children of this age group.
- (c) The supervision of SMC towards the utilization of teaching learning materials and other instructional materials was found moderate as a result of which these materials were being used effectively (58%). They (90%) also supervised whether there was equidistribution of these materials among the children.
- (d) Most of the SMC members (54%) were not supervising the instructional development, regular attendance of the teachers. Again, about 76 per cent of them were also not allowing them for the temporary leave of the teachers through the president of the SMC.
- (e) A very low percentage of SMC members (20%) stated that they were rewarding the ideal teaches for their outstanding achievement. Thus there were neither any incentives nor encouragement for the ideal teaches on the whole.



- (f) In case of 56 per cent of VES members it was true that they were talking care for involving educated youth and other retired employers in the school programmes which led a little development of their schools.
- (ii) On co-curricular Activities**
- (a) Most of the SMC members (90%) were talking step for beautification of their school campus.
- (b) More than half of the SMC members (54%) stated that they were organizing sports activities. However, rest of the SMC members responded that they could not organize sports activities due to non-availability of playground or sufficient space for these activities.
- (c) Most of the members (90%) were actively participating in the school based educational programme but a few of them were looking for an invitation card.
- (d) In most 70 per cent of the schools, PTA/MTA meeting were organized, whereas in few (30%) schools this was not organized.
- (e) In about 56 per cent of the schools Guardians Day was being observed. So there was a positive and moderate co-operation between guardians and the SMC members.
- (f) Some (30%) members were taking interest for repairing and maintenance of TV/Radio/Computer etc. While other members (70%) were not taking any interest for such activities.
- (g) Similarly, only (30%) of them were aware of establishing link between Anganwadi with their concerned schools. While others were unaware.
- (iii) On Developmental Activities**
- (a) A major section (i.e. 90%) of the SMC members was actively participating in the management work of their schools.
- (b) Most of the SMC members (80%) were discussing about the school activities and problems in the village meetings while few members were silent about it. So reasonable outcomes were not achieved so far for these activities.
- (c) Even though, some members (44%) were discussing with the village Sarpanch and BDO, for the proceedings of the schools. At the same time reasonable number (56%) of members were not taking any interest about it.
- (d) In most of the cases Zilla Parishad or Samitee members or any higher level officials could not know the annual work plan of a proceeding school as most of the SMC members (60%) were not interested to discuss with them on this issue.
- (e) Most of the SMC members (58%) were found to be actively involved in the financial budget and expenditure of the schools while some (42%) members were silent about these functions and they did not interfere in this matter.

### **Educational Implications**

The present study will be helpful for the administrators and functionary to prepare suitable guidelines for different activities meant for the SMC members in future.

The study will be helpful to enhance the attainment level of functional objectives of SMC members. The study will also be helpful to motivate the stakeholders and utilize their constructive and innovative thoughts for quality school education in the concerned areas. The study will be ensured for smooth attaining the national objectives of UEE. The SMC will also be prepared a school development plan and help expansion of facilities, beautify the school environment, develop playground, children's park and plantation on the grounds. The findings of this study will also attract the incoming researchers in the area for conducting their research work.

### **Conclusion**

The School Management Committee has been lunched with a view to prevent dropout and ensure enhancement in enrolment and above all to contribute to the cause of Universalisation of Elementary Education. The main purpose of the study was to find out the attainment level of functional objectives of SMC members or SMC as a whole after recommendation from SSA. The study was conducted on 100 primary and upper primary schools. A total of 500 SMC members from these schools of Deogarh district were selected by following the principles of random sampling. So few the major findings of the study are concerned, the SMC is steadily increasing towards a satisfactory level, even through the targeted objectives of UEE has not yet been up to the mark as it had to be.

However, despite the limited facilities, some SMC members were, organizing games, sports and cultural activities for their children. Few of them were trying to reward the best

students. With our cherished goal of UEE and education for all, we cannot forget and neglect the functions and responsibilities of SMC. Their involvement in this programme is of paramount importance. Even though some academic functions were not fulfilled by them to a desirable extent, still they should be motivated for the same so as to achieve the destined national objective i.e. Universalisation of Elementary Education (UEE).

It is also revealed from the study that some of the SMC members were focusing on the school facilities and problems in the general village meetings, they were discussing with Sarpanch and BDO for, addressing the needs and proceedings of the school.

Some members were also found interested in co-curricular programmes of the schools like making play ground, repairing and maintenance works of the schools. Some members were holding MTA/PTA etc. meetings and cooperating in observance of Guardian's Day in the schools and establishing linkage between Anganwadi and concerned school. They were also trying to involve educated youth and retired employees in the school programmes, in order to strengthen co-operation from all concern of the village for all round development of the school.

Being UEE as the National objective, all stake holders of this system, including teachers, educated youth, retired and eminent personalities, planners and administrators, members of SMC and others should come forward and join hands whole heartedly to make this noble programme a grand success, which will definitely and ultimately lead to all round progress and development of the school.

### **References**

*District Reports*, DISE, 2009.

Government of India, Ministry of Education. Education and National Development. *Report of the Education Commission (1964-66)*, New Delhi.

Government of India, Ministry of Education. *Report of the Secondary Education Commission (1952-53)*, New Delhi.

Government of India, Ministry of Human Resource Development, *National Policy on Education*, New Delhi, 1986.

Guru, N. (2002): *Development of Primary Education in Orissa (1947-1990)*. Unpublished Doctoral Thesis in Education, Sambalpur University.

Kusum, T. (2004): *A Study on Attainment Level of Functional Objectives of Village Education Committee (VEC) at Primary Level*. Unpublished M.Ed. Thesis, Sambalpur University.

Ramtake, S.; Choudhury, P. and Muskan, S. (2012): *Empowering School Management Committees Helping SMC members Plan better*.

*Right of Children for Free & Compulsory Act-2009 read with Rule-3 of Odisha right of Children for Free & Compulsory Education Notification No.767 dt.11.01.2011* S & ME Deptt., Odisha.

Sahgal, G. (2012): "Empowering Schools and School Management Committees (SMCs): Unpacking Decision Making in India's Schools".

Sen, R. (2001): *Functioning of Village Education (VEC) in Sambalpur District*. Unpublished M.Ed. Thesis, Sambalpur University.

Shankar, K.G. (2008): *Community Involvement in SSA: An Assessment of the Village Education Committees in India*. Madyapradesh Journal of Social Sciences.

The Vision: *The Primary Teacher*, Vol.XXIX, July & October, 2004.

Tilak, J.B.G. (1996): 'How Free is Primary Education in India?' *Economic and Political*. Weekly, Vol.31 (4&5), pp.275-282 and pp.355-366.

## **ROLE OF SCHOOL MANAGEMENT COMMITTEES (SMCS) FOR PROVIDING QUALITY EDUCATION IN ELEMENTARY LEVEL IN WEST BENGAL**

Biswajit Nath Research Scholar of Visva Bharati, Santiniketan.

Email -nathbiswajit123@gmail.com,

### **Abstract**

*School Management Committees (SMC) play an important role in quality improvement in elementary school education. SMCs that include representatives of all stakeholders, including parents and teachers should be empowered to make many decisions. It is very essential for utilization of the physical recourses and making proper decision for the development of the school education. They provides effective programme for quality enhancement in elementary education. This study was a descriptive survey type of research to find out the role of SMCs in quality management to provide quality education in elementary schools. The findings of the study is that*

*few academic members of the SMCs are aware about the compositional characteristics of the SMC, most of the other members of the SMCs are not aware about the compositional characteristics in the formation of the SMC. The committee members responded that female members have no role in decision making process and female members are less attends the SMC meetings. SMCs are not playing their role properly towards providing universalisation of elementary education and maximum teachers and parents are worried about SMCs member's initiatives. SMCs members failed to prove that they have ensured to provide quality education in elementary level.*

**Key Words:** School Management Committees (SMCs), Quality education, Elementary Education

### **Introduction**

Education is a multipurpose process, which not only inculcates social, economic and cultural awareness in humanity, but is also an important medium for grasping and promoting life enhancing values among human beings. On the quality and number of persons coming out of the schools and colleges will depend our success in the great enterprise of national construction whose principal object is to raise the standard of our people.” National Curriculum Framework (NCF-2005) has rightly observed: children cannot wake up one fine morning when they are 18 and know how to participate in, preserve and enhance a democracy, especially if they had no personal or even second-hand experience of it.” School Management Committees play an important role in quality improvement of school education. The National Knowledge Commission Report (2009) has rightly mentioned: “Decentralization of the management of schools, is the most effective instrument for ensuring accountability, improving the day to day functioning of the school and allowing for flexible responses to local requirements. Therefore, there should be devotions of authority to local levels whether to Panchayats, Village Education Committees (VECs) or Municipalities. School Management Committees (SMCs) that include representatives of all stakeholders, including parents and teachers should be empowered to make many decisions. Right to free and compulsory elementary education is now a fundamental right for every child in the age group of 6-14 years. Govt. of India in collaboration with state Governments have embarked upon an ambitious programme of Sarva Shiksha Abhiyan. As per the section 21 (1) and 21 (2) of Right of Children to Free and Compulsory Education Act, all government and government-aided schools shall constitute School Management Committee (SMC) of the elected representatives of the local authority, parents and guardians of the children admitted in such schools and teachers. As per the act the SMCs should perform following functions: Monitor the working of the school, Prepare and recommend school development plan, Monitor the utilization of the grants received from the appropriate government or local authority or any other source, Perform such functions as may be prescribed. The Management of schools is concerned with the organizational arrangements, which enable a school to function effectively. In concept of School Management, it must be organized that when schools work in a collegial and democratic way, there are two major ingredients: Content and Process. The content deals with subject matter, or the task allocated to the groups of teachers etc. The process however, is concerned with the interaction between and moods of the group members. It deals with such issues as moral, feeling, atmosphere, influence, participation, styles of influences, leadership struggles, conflict, co-operation, and competition etc. A similar content will generally exist in most schools. It is the process which contains most management issue and whatever the basic organization, from autocratic to collegial, the effect of ensuring that the processes work will largely govern the success of the school's management. The School Building Committee will be responsible for all the activities including planning, estimation, management, monitoring, supervision, reporting, maintenance of accounts, monthly squaring up of accounts, presenting accounts before the School Management Committee or Panchayat or Urban Local Bodies etc. relating to construction, renovation, repairing and maintenance and other related civil works. The works will be undertaken either on contract basis as per rules or by the community. SMCs have the role of liaison among the schools systems, community and district level education bodies; it's important to study whether they (SMCs) their role assigned to them effectively. Report of the common school system commission (2007) has severely criticized the SMCs and even SMCs were held responsible for malfunctioning of the Elementary Schools. The researcher therefore felt a need to investigate the management of Elementary School of West Bengal. Community based organizations, such as School Management Committees (SMCs) and other *Panchayati Raj Institutions* (PRIs) have a significant role to play in the local governance and Functioning of schools. The recently introduced RTE Act has made the formation of SMCs mandatory.

## **Objectives**

1. To study the awareness of School Management Committees members about their Role and Functions for providing quality elementary education.
2. To study the compositional characteristics of the School Management Committee functioning in the Elementary schools.
3. To study the representation of the women members in the decision making process of School Management Committee.
4. To find out the opinion of the teachers about the working capacity of the school management committee about quality management in elementary level.
5. To find out the opinion of the parents about the role of School Management Committee functioning in the Elementary schools.

## **Research Questions**

1. Whether the School Management Committee members are get proper training or guideline regarding their duties and responsibilities?
2. What are the various roles played by SMCs in the functioning of elementary school?
3. What are the roles played by female SMCs members in decision making process?
4. What are the opinions of the teachers about the working capacity of the school management committee about quality management in elementary level?
5. What are the opinions of the parents about the role of School Management Committee functioning in the Elementary schools?

## **Methodology**

This study was a descriptive type of research and the researcher has used survey method to find out the role of SMCs in quality management of Elementary Schools. All the members of the *School Management Committees of Elementary Schools* which was randomly selected from *Raiganj and Karandighi Block of Uttar Dinajpur District, West bengal* were the population for this present study. For the present study, Only 15 School Management Committees (SMCs) working in 15 different schools were purposively selected as sample for the study and participants consist of 165 school management committee members and parents were selected. Among them 15 school heads, 50parents, 80 school teachers and other 20 members of SMCs were participated of the study.

## **Tools**

### **School Information Schedule**

The school information schedule was developed by the investigator to gather factual information from the Elementary School i.e. enrollment, type of school etc.

### **Rating Scale**

Rating scale is an effective tool for data collection. This tool used to collect overall information is required. In this study this rating scale is only for parent's opinion. This is a five point rating scale.

### **Questionnaires**

Questionnaire for the principal or member secretary.

- Questionnaire for the members of School Management Committee.
- Questionnaire for the Teachers.
- Questionnaire for the Parents.

## **Data Analysis and Interpretation**

After the analysis of all documents researcher find that 90% Headmaster, Chairman, Teachers and 96% Other Members responded that the SMCs have got proper training. But 10% Headmaster, Chairman, Teaches and 4% Other Members responded that the SMCs have not got proper training. Although, most of the members responded that they have got proper training. But the fact is that except the Headmaster, the members did not know their role and responsibilities which they have to perform as a member of SMCs. the awareness of the headmaster/headmistress, teachers and school management committee member about the role of them. Awareness is very essential for implementation of quality education in elementary level. As the above data shows that the entire Headmaster, 80% chairman, 90% teachers and only 35% Other Members of the SMCs are aware about the RTE Act. But 65 % Other Members, 20% Chairman and 10% teacher representatives of the SMCs know and they heard about the RTE Act.90% Headmaster, 80% Chairman, 44% Other Members and 70% Teacher representatives of the SMCs are aware about their role and responsibilities. But, whereas 10% Headmaster, 20% Chairman, 30% teachers and 56% Other

Members of the SMCs are not aware about their role and responsibilities. Researcher found that most of the members of the SMCs, know what they have to do as a SMC member. It shows SMC Members are working well. Community members/private bodies have established maximum schools. Chairman and Vice Chairman of the SMCs of different schools are mainly the parents of the children. But the Secretary the SMCs are the Headmaster or Principal of the schools. Govt. Official for audit and accounts, it mainly maintains by the Headmaster. Selection of the Teacher representative in almost all the schools was not in accordance with the provisions of various Acts. Provisions like 'Service Seniority' and 'Annual Rotation system' were not being followed. Adaptation of undemocratic process/bending of rules/deliberately ignoring the rules etc were the strategies adapted by the Member Secretary/Chairman/Other Government official while selecting the teacher represent teaching community in the SMCs as well as selecting the Parent members in the SMCs. There was optimum number of general meeting conducted by the Headmaster/Secretary for the purpose of selecting parent members. Parent members of the SMCs were selected purposely by the chairman and secretary. In one SMC, there was few ST/SC representative found by the researcher. Except one SMC, most of the ST/SC representative was female. While deciding a ST/SC category member, it seems that by selecting a women, dual purpose has been served; first giving representation to ST/SC and secondly giving representation to women category. This 'cleaver-act' gave free hand in selection of other members. 30% Headmaster, Chairman and 40% Other Members responded that women members have role in decision making process. But, whereas, 70% Headmaster, Chairman and 60% Other Members said that women members do not have any role in decision making. Headmaster and Chairman said that women members frequently come to attend the SMC meetings. Most of female members of the SMCs, responded that they have role in decision making process. They said that they are informed by the secretary and chairman regarding the SMC meetings. 60% Headmaster, 40% Chairman and 30% Other Members said that the female members of the SMCs attend the meetings of the SMC. But, whereas, 40% Headmaster, 60% Chairman and 70% Other Members responded that females members do not attend the meetings of the SMC. This data shows the difference between the Headmaster response and Other Members response. A comprehensive list of powers functions SMCs as a term and SMCs specific members (e.g. Chairman and Member Secretary) has been provided various acts and government orders. On the basis of some selected functions; role being performed by SMCs are analyzed here to assess their (SMCs) contribution in the efficient management of respective schools and to evaluate their effectiveness. Questionnaire administered to all the participants contained some questions related to role, power and functions of the SMCs. Responses of many respondents were incomplete. Further in some context e.g. Non-organizational SMCs meeting for long time, on participation of member(s) in the meeting, absence of member(s) etc. Even some questions have become either less important or irrelevant (may be due to improper functioning of the SMCs) or lost its significance due to less participation by the members in the SMCs meeting. Such meeting of the SMCs are 'unexpressed delimitation' and out of purview of the present study. Amount of execution of powers by the SMCs is one of the major sources to evaluate their interest and involvement of the SMCs in the management of the schools. Some areas of involvement of SMCs are given below. Present status of these areas or issues indicates the execution of powers and functions given to the SMCs by respective SMCs and finally, involvement of SMCs in the school affairs. Use of powers related to disciplinary matters. Generation of funds from community for school development. Discussion of academic issues in the SMCs meeting. Expenditure of funds. Development of infrastructure, availability of teaching and non-teaching staffs, level of initiative, interaction and communication with different authorities. Development of infrastructural facilities is one major function of the SMCs and it provides scope for assessing community ownership of the schools, community participation, level of involvement even without skills/expertise in academic issues and most importantly, proper utilization of major portion of the allotted funds. But, whereas, some responded that SMCs do not have any contribution in encouragement of educational affairs. Most of the parents responded that they are not aware. Since, meetings of the SMCs are not held regularly; it was difficult for the respondents to assess the contribution of the respective SMCs. On routine basis, all activities of the schools continued. It is difficult to pin point the nature/specific areas of intervention of the SMCs. Responses also are vague and complex. Students' enrolment and availability of basic facilities are not in conformity. Construction of school building/classrooms is also inadequate, and SMCs have failed to solve these problems. Children of present generation of West Bengal also have right to be educated properly. Exiting problems which school face cannot be excused to keep the children illiterate or

level the school as failure. It is the primary responsibility of the democratic, socialist and welfare state/Government to solve the problems and to search an opportunity to either politicize the educational issues to electoral gains or increase educational inequality. 75% teachers are not agreed that the function of SMCs in quality education providing in elementary level is very appreciable. 20% teachers are satisfied about the role of SMCs in school education. 30% parents are strongly satisfied, 30% satisfied and 40% parents are less satisfied about the role and responsibility about providing the quality education in elementary school.

### **Major Findings**

- Researcher found that almost all the SMCs have got proper training. But the training was only formality.
- Researcher found that all Headmasters and maximum number of Chairman and Teachers are aware about their role in providing quality education. Whereas, maximum numbers of other members of the SMCs are mostly aware of the function. Most of members of the SMCs are aware about the provisions of the RTE Act.
- It is found that 90% Headmaster, 50% Chairman, 10% other members and 70% teachers representatives of the SMCs are aware about their role and responsibilities for bringing quality in elementary education. But 10% headmaster, 50% Chairman, 90% other members and 30% teachers are not aware of their role and responsibilities.
- Researcher found that entire Headmaster and more than forty percent of chairman and teacher representatives of the SMCs are aware of the compositional characteristics of the SMC. But most of other members and less than sixty percent of chairman are not aware of the compositional characteristics of the SMC.
- Researcher found that maximum numbers of other members of the SMCs are not aware of the last meeting of the SMC.
- It is found that all the SMCs have maintained the norms and policy of the RTE Act, in the formation of SMC. They do not work in the direction of member decision.
- Researcher found that all the SMCs have maintained the female representation in the formation of SMC, as the RTE Act.
- It is found that most of the SMCs members responded that female members have no role in decision making process.
- Researcher found that maximum numbers of other members, chairman and very few numbers of headmasters accepted that female members are less attends the SMC meetings.
- It is found that SMCs are not playing their role properly towards providing universalisation of elementary education and maximum teachers and parents are worried about the role of SMCs member's initiatives.

### **Conclusion**

The main aim of education is to bring all round development of child. The study shows that, the local people participate in different in activities in the school premises and school administration and management. The committee participates in the building physical infrastructures such as classrooms, toilets and furniture, beautification of school campus. In relation to the local people participation, the committee participates in decision making processes and implementation of the school development projects. The research shows that both the government and community have to work as equal partners in development of the schools. The effective involvement of the SMC in development of their school will create the sense of ownership of the schools by community themselves. So the teachers, educational policy makers, members of School Management Committee etc should make a keen interest to maintain a good environment in school providing all facilities to students. So that the constitutional commitment of providing equality of opportunity as well as quality assurance can be safeguarded.

### **From the findings of the study the following conclusions have been drawn:**

- From the opinion of headmasters, chairpersons, teachers and other members of the SMCs it is concluded that the SMCs have got proper training.
- From the opinion of headmasters, chairpersons, teachers and other members of the SMCs it is concluded that the SMCs are not aware about the provisions of RTE Act for quality education.
- It is concluded that most of the SMCs members are not aware about their role and responsibilities.

- It is concluded that only the headmasters, teachers and some chairman of the SMCs are aware about the compositional characteristics of the SMC. Whereas, most of the other members of the SMCs are not aware about the compositional characteristics in the formation of the SMC.
- It is concluded that most of the other members of the SMCs are less aware of the last meeting of the SMC.
- It is concluded that entire SMCs have not maintained the norms and policy as per the West Bengal Government's Gazette of RTE Act provision.
- Entire SMCs have not maintained the female representation as per the government rules.
- It is concluded that female members of the SMCs have no role in decision making process.
- Female members of the SMCs very less attend the meetings of the SMC.
- It is concluded that SMCs are working not significantly in the Uttar Dinajpur District in West Bengal.

### References

- Bandyopadhyay, M. and Subrahmanian, R. (2008) *Gender Equity in Education: A Review of Trends and Factors*. CREATE Pathways to Access Research Monograph No. 18. New Delhi/Falmer: CREATE and NUEPA.
- Castrechini, Sebastian; London, Rebecca A. (2012). Published a research report on "Positive student outcomes in community schools. Source- Centre for American Progress.
- Chowdhury Sumitra (2000). *Universal Elementary Education in Rajasthan – A study with focus on innovative strategies*. In Govinda R. (Ed) "Indian Education Report". New Delhi: Oxford University Press.
- Govinda, R. (2008) *Literacy and Elementary Education in India: Regional Imbalances and Social Inequities*. In: Prakash, V. & Biswal, K. (ed) *Perspectives on Education and Development. Revisiting Education Commission and After*. pp.157-201. New Delhi: Shipra/NUEPA.
- Govt. of India (2009). *National Knowledge Commission: Report of the Nation 2006-2009*: New Delhi
- MHRD & NIEPA (2000), 'Year 2000 Assessment Education for All-India', Ministry of Human Resource Development and National Institute of Educational Planning and Administration, New Delhi.
- Ministry of Human and Development West Bengal: *The Right of Children to Free and Compulsory Education Act – The Gazette of West Bengal*.
- Ministry of Human Resource Development, Government of India (2000), *Year 2000 Assessment, Education for All: India*, New Delhi, National Institute of Educational Planning and Administration. 15. Ministry of Human Resource Development, Government of India (2000), *Education for All 2000: Assessment Core EFC Indicators* (draft document).
- NCERT. (2005) *Seventh All India Educational Survey, Provisional Statistics as on September 30, 2002*. New Delhi: NCERT.
- Prasad, Basmat; Spiegelman, Maura, (2012). National centre for Education Statistics conducted a *Study on Arts Education in public Elementary and Secondary schools: 1999-2000 and 2009-2010*. NCES 2012-14.
- Singh, Mahendra Kumar (2001). "A study on the community participation on school management in selected senior secondary schools education of district Meerut (UP)". Un published dissertation. New Delhi, NUEPA.
- Buch, M.B (1995): *Fifth survey of Research in Education*, NCERT, New Delhi.
- Best, J.W and Khan (1995): 'Research in Education (7<sup>th</sup> Edition)', new Delhi.

## **ROLE OF SCHOOL MANAGING COMMITTEE FOR QUALITY EDUCATION IN M.S.A.R.H. SCHOOL REWASI, SITAMARHI IN BIHAR: A CASE STUDY**

---

Priyank Kumar Shivam, Assistant Teacher, M.S.A.R.H/S Rewasi, Email-  
[priyankkumarshivam@gmail.com](mailto:priyankkumarshivam@gmail.com)

Manoj Kumar, M.Phil Student, Regional Institute of Education (NCRT), Bhubaneswar.  
Email- [ask4manoj@gmail.com](mailto:ask4manoj@gmail.com)

Sunil Kumar, M. Ed Student, [Email-ksunilriebbs@gmail.com](mailto:Email-ksunilriebbs@gmail.com)

### ***Abstract***

*The study aimed to assess the role of School Management Committees (SMCs) in improving quality teaching and learning in “Mahanth Shri Ayodhya Ramanuj High School, Sitamarhi, Bihar through the views of head teachers, teachers and SMC members. The design adopted for the study was a descriptive survey. A purposive sampling method was used to select a sample size of thirteen (13) respondents. Questionnaire was used to collect data from the respondents, validated by the researchers and analyzed by the use of descriptive statistics. The findings indicated that SMCs were ineffective in the monitoring and supervision of head teachers’, teachers and pupil’s attendance. Even though SMC’s are not doing enough to assist teachers to improve teaching and learning, they are seen as very effective in solving school community relations since SMCs are relatively on task on the issue of serving as a vehicle for promoting community participation in the provision of quality education. Finally, it was recommended that much effort is needed to be done by SMCs in the Mahanth Shri Ayodhya Ramanuj High School, Sitamarhi, Bihar to raise the standard of basic education. It is hoped that the findings will serve as tools for change of practice of supervision of all stakeholders in the quality of teaching and learning in high schools.*

---

### **Introduction**

Indian society is divided based on class, caste, gender, and religion. These factors are related to children’s access to education and their participation in the learning process. This is evident in the disparities in educational access and attainment between different social and economic groups. Improved governance of education has been identified as one way through which levels of access, quality and participation in education can be improved (UNESCO, 2009) and which can reduce various problems related to inequality which accentuates exclusion (Govinda and Bandyopadhyay, 2010). Visualizing this important role of governance, the 2009 Right of Children to Free and Compulsory Education (RTE) Act emphasizes the involvement of communities in school governance through SMCs to ensure school quality with equity.

Govinda and Bandyopadhyay, (2010) argue that combating educational exclusion is closely associated with an increase in awareness among local governing agencies about local educational problems and their effective participation in day to day functioning of schools as well as in decision making processes. This policy brief explores local governance involving parents and communities. Data was collected from different schools in the study through interviews with members of SMCs. Almost all government run elementary schools have SMCs. Key questions are whether these organizations are functioning effectively or not and whether their members have the knowledge of education issues and capacity to manage education effectively. This policy brief discusses these issues followed by a brief discussion of policy implications.

Quality has always been measured by financial and other inputs. With time, the term quality relates to educational output. As education faces new challenges, new concept of quality develops. Although the universal concept of quality relates to what is being taught and how well it fits present and future needs of the learners but in line with UNESCO concept, another way of looking at quality is in relation to its input and one of such inputs is the learners. Specifically, UNESCO views quality in six dimensions that is: learners, environment, content, processes, outcomes and responsiveness. (UNESCO, 2000).



School systems work with the children who come into them. Many elements go into making a quality learner; these include health, early childhood experiences and home support. Adequate nutrition is also critical for normal brain development. Prevention of infectious diseases and injury prior to school enrolment are critical to the early development of a quality learner (UNICEF, 2000).

#### **School Management committee (SMC):**

High school having primary and upper primary school (i.e Class I to X, Class VI to X, Class IV to X, Class- VII to X) shall also constitute the SMC in addition to SMDC. The members of the SMC shall be elected from among the members of Parent Teacher Association (PTA). It shall be consists of 19 members within its jurisdiction as per the following specification.

- Parent member number be- 12
  1. Parent members: - Male 50%- out of which 1-1 weaker section and one from SC/ST.
  2. Female:-50%-out of which 1-1 weaker section and one from SC/ST.
- Remaining 07 members from Ex-Service/ Leader/Teacher and nearest intellectual person.
  1. One ward member/gram panchayat member
  2. One health worker from the society
  3. One Anganwadi worker in nearest centre.
  4. Head Teacher/ In-charge Teacher.
- Nominated Member
  - 1- one member from among the Teacher
  - 2- Two students from the current session

**(Times of India, Bhubaneswar)| Aug 3, 2014, 11.18AM**

According to the new rule, the number of the school management committee (SMC) members has been increased to 19, with 50 per cent reservation for women, official sources said.

Though almost all states policies include SMCs, there are considerable variations in actual practices, posing tremendous challenges in school governance. School functioning has improved significantly in places where communities have been involved actively (Ramachandran, 2001; Govinda and Diwan, 2003). There are a number of examples of how communities have been involved in schooling (Govinda and Bandyopadhyay, 2010). Some states have legitimized the constitution of such bodies through enactments of rules and regulations and there are two options for state governments with respect to local governance (Govinda and Bandyopadhyay, 2010). The first option has been to adopt a technical administrative approach, which involved top down transformation through the changing of rules and regulations with or without corresponding legislation. The second option has been a social political approach, involving building institutional structures from below through the direct and active participation of the people at the grassroots. These issues of functioning of local governing bodies are illustrated with empirical material.

It is based on these issues that have necessitated the researchers to undertake this study on assessing the impact of the role SMCs roles in improving teaching and learning in *Mahanth Shri Ayodhya Ramanuj High School, Sitamarhi, Bihar*. In order to achieve the purpose of the study, the following hypotheses were formulated.

1. Whether SMCs of the *Mahanth Shri Ayodhya Ramanuj High School, Sitamarhi, Bihar* is helping in improving quality teaching and learning?
2. Whether SMCs of the *Mahanth Shri Ayodhya Ramanuj High School, Sitamarhi, Bihar* is not helping in improving quality teaching and learning?

#### **Significance of the Study**

It is hoped that the findings of this research will add quality to scholarly literature of this research work for scholars to review the recommendations and apply them to other SMCs

in other regions and States, and outside the country to evaluate their effectiveness as a school management strategy. Researchers may also use the findings of this work to find out whether there is the need for additional structure at all for the effective management of schools and what about schools that are effective without the SMC,s. It will also be useful to stakeholders and policy makers in education to review their educational policy in relation to community participation in improving quality teaching and learning. Findings will generate interest on quality of education in Indian schools and hopefully lead to further funded qualitative studies of classroom-and school-level processes.

### **Limitation of Study**

The researchers have conducted interviews to appreciate the reasons assigned for the various ineffective of managing certain category within mandate for supervision.

### **Methodology**

#### **Research Design**

The study adopted descriptive survey design. This design is a non-experimental since it studies relationships between non-manipulated variables in a natural setting (Gay 1992). The design was adopted since the researchers are interested in collecting data to finding out the current status of the SMCs in relation to how they are helping to improve teaching and learning. They sought to seek the opinions of head teachers, teachers and SMCs members on the impact of the SMCs roles in improving quality teaching and learning at the *Mahanth Shri Ayodhya Ramanuj High School, Sitamarhi, Bihar*.

#### **Population and Sample**

The target population consisted of head teachers, teachers and parents who have directly involved in SMC. The only one school was selected by using the purposive sampling technique. The purposive sampling was used to select the head teachers, teacher, student and the ten parents. Thus the sample size for the study was thirteen (13).

#### **Research Instruments**

The instrument for the collection of data were interview and questionnaire, which was developed and validated by respondent in the school. The items covering i) issues on monitoring and supervision of head teachers and pupils, ii) ensuring maintenance and safety of school infrastructure, iii) assisting in career guidance, iv) ensuring improved examination results, v) pupil and teacher discipline, vi) assisting teachers to improve teaching and learning and, vii) resolving school community conflict to improve teacher community relations. Their responses on a three-point scale, Agree=3, Not agree=2, some treatment=1.

#### **Method of Data Analysis**

Descriptive data analysis (mean ratings) was used to answer the hypotheses. The SMC is not working properly. They are not showing good response regarding SMC meeting. They gathered twice in a year while according to SMC a meeting should be once in a month.

#### **Major Findings**

The result of the data for SMC is not up to mark as per the norms. They are not aware much regarding their duty. They are not coming in school for watching or monitoring the work of SMC. Either government provides proper training to members or circulates the message by senior officer to conduct meeting and give feedback on the meeting. Without awareness no one can chase the race.

In order to improve quality teaching and learning at the *Mahanth Shri Ayodhya Ramanuj High School*, the researcher recommends the following;

1. SMCs should intensify their monitoring and supervision of head teachers, teachers and pupil's attendance in order to solve teacher and pupil absenteeism.
2. SMCs should assist teachers to ensure maintenance and safety of school infrastructure by mobilizing resources with parent Teachers Association (PTA) for repairs and employment of security guards.
3. Hardworking teachers and other non-teaching staff should be motivated adequately in order to improve teaching and learning with their teaching learning materials (TLM).

4. Organization of in-service training for teachers especially newly trained teachers and training mandatory for untrained teacher should be supported by SMC in terms of adequate logistics and resource personnel.
5. Hard working and brilliant students should be supported by SMC with scholarships to motivate other students to learn.
6. Time to time organize activities and sports so involvement of teacher and students will improve.

### **Conclusion**

The monitoring and supervision of head teachers and teacher's and pupil's attendance by SMC's members was ineffective. Even though SMC's are not doing enough to assist teachers to improve teaching and learning, they are seen as very effective in solving school community relations since SMCs are relatively on task on the issue of serving as a vehicle for promoting community participation in the provision of quality education. This calls for serious consideration of strategies to be adopted in order to achieved the improvement of quality teaching and learning at the *Mahanth Shri Ayodhya Ramanuj High School*.

### **References:**

<http://timesofindia.indiatimes.com/city/bhubaneswar/New-rules-to-form-school-management-committees/articleshow/39533654.cms?gclid=COL495-Y88gCFYVjvAodpncMMg>

<http://www.create-rpc.org>

Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)  
3(5):611-615 (ISSN: 2141-6990)

*Uluslararası Sosyal Araştırmalar Dergisi The Journal of International Social Research*  
Volume 2 / 8 Summer 2009

---

## **REALITY CHECK ON THE ROLE OF SMCS IN SCHOOL EDUCATION**

---

Priyanka Gupta and Anchal , M.Sc (Mathematics Education), Delhi University

### **Abstract**

*Schools must consist of School Management Committees (SMCs) with members ranging from headmaster, teachers and parents of the students studying in the school. This SMC members have given some responsibilities ranging from monitoring the quality of education and developing a school development plan. But it seems like most of the SMC members are unaware of their roles and responsibilities across country and where there is awareness their voices remain unheard. Their plans do not reach to the responsible authorities for execution. Some of the education departments, NGOs and other organizations are working towards making the members SMCs efficient so that they become aware of the roles they have to play and can take capable decisions.*

---

### **Introduction**

Section 21 of RTE Act 2009 mandates the formation of School Management Committees (SMCs) consisting of elected representatives of the local authority, parents or guardians of children admitted in school and teachers. Three fourth members of such committees shall be parents or guardians and also recommended that fifty percent of members of the committee has to be women. These committees are expected to perform few functions such as monitor the working of school and utilization of the grants received from the appropriate government or local authority or any other source. One of the important functions of SMCs is to prepare a School Development Plan which addresses infrastructure and academic achievement and form the basis for the plans and grants to be made by the appropriate government or local authority.

The Act envisions SMCs as the key to decentralize the powers of monitoring the functioning of schools. Parents will have a say in the functioning or management of the school and monitor the working of the school their children are attending. The active participation of parents will help in effective monitoring of schools and in turn will put pressures on school heads to improve the efficiency and quality of education. SMCs are expected to reduce the communication gap between the principal, teachers and community and hence create a participative and collaborative environment. Parents are also expected to feel motivated to participate in the school management and will be aware of their child's learning process.

Schools are institutes that prepare children for the society therefore they should not work in isolation from the societies. Active participation of members of society is important. Many schools private or government have constituted SMCs in the way it is was expected and started functioning in a proper manner.

### **Current Status**

In past five years number of SMCs constituted have seen growth. According to DISE report 2013-14, 91% of the schools have constituted SMCs and 83% government aided and unaided schools have set SMCs and prepared a school development plan.

### **Reality Check**

According to American Indian Foundation report 2011, if the SMC prepares a plan as per the guidelines, and the authorities do not honor the same or they do not provide the requisite funding and other support for implementation, and do not respond in a timely manner, what can an SMC do? Who can they approach?

The Central Square Foundation report 2014 found few challenges such as headmasters, teachers and parents are not aware of SMCs related information, their roles and responsibilities. A greater effort is required to encourage headmasters to share information with parents. Guidelines for the selection of members of the SMC are unclear. The funds allocated for the training of SMC members are not utilized properly by the states. For example, in 2012-13, Maharashtra spent 14% and Madhya Pradesh spent 22% of the total money allocated for SMC trainings. It was found that trainings are of poor quality which in turn could not build up capacity of the members to prepare effective SDPs (School Development Plan).

In the first state level School Management Committee Convention organized by State Collective for Right to Education (SCoRE), more than 1600 SMC members from 72 districts of Uttar Pradesh gathered at Ravindralaya, Lucknow to put their voice for claiming right to education for their children. Chote ram, SMC member Hariya block Mirzapur shared that no information or training has been provided by the government on their roles and responsibilities. It was seen that SMC members participated enthusiastically in the discussions. One of the SMC members Krishnavati from Basti said that “Many members do not know that they are in SMC. I was also unaware about my role until I contacted a NGO. In my village if female teacher belong from upper cast they never come to the school and register are sent to their home for the attendance”.

According to a study “Community Engagement with schools in five states” (Andhra Pradesh, Bihar, Jharkhand, Odisha, Uttar Pradesh) 2014, sought to gauge the extent of decentralization and devolution of power to community based bodies in relation to schools, and see if there is any disconnect between what is envisaged and what is practiced, highlights that in order to guarantee inclusiveness states have reserved seats for women/mothers. But this representation is only formal and do not translate into actual participation. As observed in Odisha out of the 20 SMC members who were interviewed in the study 9 were women and they could not even speak their names properly. In Andhra Pradesh, out of the 44 respondents in the SMC group discussions, 26 were SMC members including 13 women, 5 were the ex officio members and the 13 non-member. Majority of these 13 non-members were representing their wives who are members of the SMC. During the discussions female members mentioned that they were not informed about SMC meetings. In all the five states visited the SMC members were largely unaware of their financial powers. States like Odisha and Jharkhand have come up with indicative format for the development of SDP. All the states have developed a training manual to for capacity building of their members. AP and UP are following cascade model of training. But these training are ineffective according to all those interviewed except by the SMC members of Jharkhand.

### **Suggestions**

Effective bottom up approach is required in which decisions taken at the root reaches the higher authorities in timely manner. As in the recent initiative in Delhi a process began titled “SMC Dialogue” in which for the first time participation of parents has been witnessed at a mass scale. For the first time in the history of Delhi, elections held in 1100 government and government aided schools to elect the SMCs, in which 75% of the 16,000 elected members are parents. The Delhi Department of Education had appointed observers in every school to supervise the election process.

Some of the organizations have taken the responsibility of enhancing the capabilities of the members of SMCs like PRATHAM NGO have started with a programme called SAAJHA that focuses on supporting and building the capacities of its members to help transform learning in schools.

If we have to make SMCs effective and efficient we have to give clear guidelines about its roles and responsibilities. Strong monitoring system is required as how grants are utilized. Headmasters, teachers

and staff of schools should consider the suggestions made by the SMC members other than school staff. Trainings provided should be effective enough to develop an insight into the SMC members who are not capable enough to think in the direction as of how to develop plans to improve the quality of education. Women participation should be increased and allowed to participate freely in the discussions. Increase in the number of SMCs constituted not a thing to be happy about but what is required is to check whether these committees are working in the desired manner and are active enough to improve the quality of education.

#### **References**

<http://centralsquarefoundation.org/pdf/Policy-Brief.pdf>

<http://aif.org/wp-content/uploads/2012/08/SMCBook1.pdf>

[RIGHT TO EDUCATION ACT 2009](http://www.rteforumindia.org/sites/default/files/1st-State-level-SMC-Convention-SCoRE.pdf)

<http://www.rteforumindia.org/sites/default/files/1st-State-level-SMC-Convention-SCoRE.pdf>

<http://www.pratham.org/>

---

### **QUALITATIVE ANALYSIS OF SCHOOL MANAGEMENT COMMITTEE IN THE PERSPECTIVES OF JHARKHAND**

---

Mr. Ganesh Prasad Saw, Research Scholar, Utkal University, BBSR, Odisha

#### **Abstract**

*Elementary education becomes the fundamental right with the implementation of The RTE Act 2009. Now, it is the responsibility of our government to make available the quality elementary education to all 6-14 years children. But the Act also put this responsibility on the shoulder of parents, teachers, local authority and students/ other members of society in the form of SMC. So, these are four pillars of RTE Act 2009. The RTE Act 2009 has been implemented in Jharkhand on 11<sup>th</sup> May, 2011. It was a descriptive research, analyzing the Jharkhand Free and Compulsory Education Act 2011 and adapted survey method to know the present status of SMC in Jharkhand. Purposive sampling technique was used to select 40 members of SMC from Tundi Block of Dhanbad city. An interview schedule was used to collect the responses of the samples regarding the SMC. On the basis of analysis of responses of samples, it can be concluded that SMC has been working in paper not in reality because of some drawbacks in its constitution and its implementation. Implication of the study was suggested.*

**Key words:** SMC, RTE act, 2009, composition and Jharkhand Free and Compulsory Education Act 2011.

---

#### **Introduction**

School Management Committee (S.M.C) in elementary school of India has been become on and with Right to Free and Compulsory Education Act 2009 (RTE). Its section 21 mandates the formation of School Management Committee (SMC) in all elementary government, government-aided schools and special category schools in the country. Its basic reason to improve the quality of education and education reaches to each children of India with the help of active involvement of parents in the school's functioning.

Under the 38 section of 35 of RTE act 2009, the chancellor of Jharkhand frames the RTE act 2009 for Jharkhand by use the power given in Indian constitution of section 309 on 11<sup>th</sup> may, 2011. RTE act 2009 has been implemented in Jharkhand from this date. So, it is known as Jharkhand Free and Compulsory Education Act 2011. Under this act a school management committee is constituted in all type elementary school except non grant private school.

Composition of school management committee in Jharkhand:-

1. A SMC should be constituted in all school except non grant private school within 6 months of implementing this act and it will have function only for 3 years, after this it will reconstituted.
2. There should be sixteen members in SMC, 75% of the members, means 12 should be elected from amongst the parents of the children of the school. 50% of the 12 parents members, means 6 should be reserved for women.
3. Remain 25% of the members,  $\frac{1}{4}$ <sup>th</sup> should be from the elected members of the local authority,  $\frac{1}{4}$ <sup>th</sup> should be from amongst the teachers who will be elected by all teachers of the school,  $\frac{1}{4}$ <sup>th</sup> should be the principal or the in charge of the school and  $\frac{1}{4}$ <sup>th</sup> should be representative of the children assembly of the school.
4. The committee should be elected a chairperson and a vice-chairperson from amongst the 12 parent's members.

5. Principal or school in-charge should be posted as the member coordinator of the committee.
6. At least once meeting should be arranged by the committee in a month and its organization and executive should be monitor by member coordinator and made available to the public.

**Function of School Management Committee in Jharkhand:**

1. Rights of children mentioned in the RTE act 2009, Duties of central government, State government, Local authority, School, Mother- Father and Parents will be advertised in very simple way amongst the neighborhood of the school by the SMC.
2. Part A & B of section 24 and section 28 of this act will be followed by SMC (Ensure the presentation of teachers in the school timely and regularly, SMC shall complete the entire curriculum of each class under the pre decided time of an educational year and SMC shall arrange regular meeting of parents to inform them about attendance learning ability, and other important information of their children.)
3. SMC shall take proper action on the duties of other then educational work will put on the teachers
4. Ensure the enrolment and continued attendance of all the children from the neighborhood of the school.
5. SMC shall take proper action to maintain of the norms of the act in the school.
6. Bring to the notice of the local authorities any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and timely provision of free entitlement.
7. SMC shall monitored the school for development of programme, identification of needs and implementation of section 4.
8. Monitor the identification and enrolment of and facilities for education of children with disabilities, and ensure their participation in, and completion of elementary education
9. Monitor the implementation of the Mid Day meal programme in the school and ensure its enrichment
10. Monitor the utilization of grants received from State Government or local authority
11. SMC will have a Bank account, deposit all grants in this account and it will audit in each financial year.
12. SMC shall monitor the functioning of school, prepare and recommend School Development Plan
13. Chairperson, Vice-chairperson and member Coordinator of SMC will sign in all register related to school and made available these to local authority within a month.

**Development of School Development Programme**

1. The school management committee shall prepare a school development plan at least three months before the end of the financial year in which financial year it will constructed.
2. The school development plan shall be a three year plan ,comprising three year sub plans
3. School development programme will explain – a. estimate of class wise admission for each year, b. estimate required number of additional teachers, including Head Teachers, subject teachers and part time teachers according to act and according to type of school- 1 to 5 and 6 to 8, for three year c. Physical requirement of additional infrastructure and equipments over the three year period, according to act, d. any other additional requirement to fulfill the responsibility of the school under the act, e. estimate of finance for the fulfillment of above works.
4. The school development plan shall be signed by the chairperson or the Vice- chairperson and member coordinator of the school management committee and submit to the authorities concerned before the end of the financial year in which it is to be prepared.

**Need and Importance of the Study**

Elementary education becomes the fundamental rights of education with the implement of RTE act, 2009. Now, it is the responsibility of our government to make available the quality full elementary education to all 6-14 years children free and compulsory. But the act also put this responsibility on the shoulder of parents, teachers, local authority and students in the form of SMC. Numerous studies conducted show that the parental involvement is directly linked to the learning outcomes of students and as a whole, to the betterment of the school. (Aronson, 1996; Ballantine, 1999; Brown, 1999; Chen & Chandler, 2001; Columbo, 1995; Gonzalez, 2002; Huss-Keeler, 1997; Masten & Coatsworth, 1998; Norton & Nufeld, 2002; Vincent, 1996; Zellman &

Waterman, 1998 cited in Sijan Thapa,2012 ) Sijan Thapa (2012) carried out a survey in Gurgaon district of the state Haryana on How functional are School Management Committees in the present context? Finally concluded SMCs aren't functional at all. SMC has become more of a formality than practicality. Yes, it does exist on paper but in reality, it is nearly non-existent

In perspective of Jharkhand, according to state statics 2014-15 Rural Population (In Crore) : 2.67 [ SC : 0.35 ( 13.03 % ) ] [ ST : 0.82 ( 30.67 % ) ] [ GEN : 1.51 ( 56.30 % ) ]. Almost 46% SC and ST communities live in rural area of Jharkhand. Generally they are less educated and framing a concept in mind that school is a government institution so its development work will done by government. So, whether these responsibilities have taken by the shoulder of parents of Jharkhand or not? In Jharkhand this act has been implemented in 11<sup>th</sup> may, 2011, after this implemented almost five years left. So, the period of 1st SMC finished and also reconstructs 2nd SMC. So questions are raised here whether School Management Committees (SMC) is working properly or not?

### Research Questions

1. Whether School Management Committees (SMC) is working properly in Jharkhand or not?

### Research Methodology

It was a descriptive research, analyzing the Jharkhand Free and Compulsory Education Act 2011 and adapted survey method to know the present status of SMC in Jharkhand.

### Sample and Sampling Techniques

The sample consisted 40 members of SMC from Tundi block of Dhanbad city of Jharkhand state. They belong to SMC of government Hindi medium Upper Medial school, Medial school, primary school and New primary school. They were selected through purposive sampling techniques and their detail was given in the table -1.

**Table- 1: Sample size and post in SMC**

Sl. No.	Post in SMC	No. of Members
1.	Chairperson	5
2.	Vice- Chairperson	5
3.	Member Coordinator	5
4.	Assistant teacher	5
5.	Local Authority	3
6.	Member of Children Assembly	5
7.	Member of parents (male)	6
8.	Member of Parents (Female)	6
Total		40

### Instrumentation and Validation

Researcher developed an Interview schedule on the basis of construction and function of SMC in Jharkhand. It was validated by a BRP (Block Resource Person).

### Procedure

Analyzed the Letter no. 8/Dept. 1-48/2010-110/ Government of Jharkhand/Human Resource Development Department/ Director of primary education on dated 17<sup>th</sup> January, 2011 and Gazette of Jharkhand Government No. 313, Date- 14<sup>th</sup> may, 2011 to search the misconception and drawback of the Jharkhand Free and Compulsory Education Act 2011 and used percentage analysis statistics to analyze the responses of samples to find out the present status of SMC in Jharkhand.

### Analysis and Interpretation of Data

Analysis of the Jharkhand Free and Compulsory Education Act 2011

1. It was implemented after 13 months of implementation in central government.
2. Some terms used in the act are vague like 1. Ensure the presentation of teachers in the school timely and regularly. But how it is not cleared. 2. SMC shall complete the entire curriculum of each class under the pre decided time of an educational year. But how it is not cleared because it is a work of teacher if teachers are shortage then who can it do? 3. Monitor the receipts and expenditure of the school but how it is not cleared.
3. Make many expectation from the SMC but only three members belong to school. So, how can fulfill these expectations due to lack of time of other members.

4. Only one training of three days has given to the members of SMC. So, how can they monitor the entire programme of elementary school?
5. There is no any instruction for elected the educated person.
6. Monitor that teachers are not burdened with non academic duties other than those specified in section 27; but how it is not cleared.
7. There is no any instruction to supervise by any other departmental officers.
8. There is no any instruction to guide for any other additional infrastructure facilities and resources according to the act.
9. SMC shall take proper action to maintain of the norms of the act in the school but what kind of action can it take? It is not cleared like in where it can recommend? And what kind of recommended can it done?

#### Percentage analysis of responses of ten questions of interview schedule

Sl. No.	Questions of Interview	Responses and its %
1.	What is the full form of SMC?	70% sample did not ask.
2.	Where was constructed your SMC? And when will it again construct?	50% and 60% sample did not ask respectively.
3.	What are the objectives of construction of SMC?	25% sample could ask two objective-decentralization of power and active involvement of society
4.	What are the functions of SMC?	50% sample could ask only four functions
5.	Explain the composition of SMC?	90% sample did not ask.
6.	What difficulties are faced to run the SMC?	90% sample asked one difficulty-parental members and local authority did not give time.
7.	What attitude have officers shown toward SMC?	82.5% sample asked, did not give value.
8.	What attitude have neighborhoods shown toward SMC?	75% sample asked , did not accept the decision and attain the meeting
9.	What is school development programme? Who do frame it? Did you frame for your SMC?	75% and 75% sample did not ask respectively. 100% sample asked that we did not frame it, might it be framed by 1 <sup>st</sup> SMC.
10.	When do the meetings of SMC organize?	47.5 % sample asked when need to discussed in special matter.
11.	Do you get the information of SMC meeting regularly?	70% sample asked not regularly
12.	Where do the grants of school come? When do it audit?	100% sample asked in bank account and its audit is no fixed, 45% sample could asked only one time audit held till now.
13.	What are your recommendations to rectify in present SMC?	80% sample asked for give some honorariums to the member of SMC because without it who will give his or her time
14.	Have you attained any training or guideline for SMC?	70% sample asked not and 30% sample asked in 1 <sup>st</sup> SMC.
15.	Are the registers of SMC available to see any neighborhoods?	60% asked no.

#### Conclusion

On the basis of above analysis it can be said that SMC has been worked on paper not in reality because of some drawback in its constitution and its implementation.

#### Implication of the study:

1. Giving proper guideline to SMC members.
2. Regularly supervised the work of SMC.
3. Motivate them to that it is a social work and it enhances the future of our children.
4. Make recommended for elected retired educated person because they may give time.



5. Advertised the function and duties of SMC over the neighborhood except the SMC members

### References

- Letter of Director of primary Education Jharkhand, No. 8/Dept. 1-48/2010-110/ Government of Jharkhand/Human Resource Development Department/ Director of primary education on dated 17<sup>th</sup> January, 2011 from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/SMC.\\_pdf.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SMC._pdf.pdf) Gazette of Jharkhand Government No. 313, Date- 14<sup>th</sup> may, 2011 from [www.jep.ac.in](http://www.jep.ac.in) Ministry of drinking water and sanitation from <http://indiawater.gov.in/IMISReports/> NRDWPDistrictMain.aspx?ISate=034&StName=JHARKHAND
- Sijan Thapa(2012). How functional are School Management Committees in the present context? CCS Working Paper No. 271 Summer Research Internship Programme 2012 Centre for Civil Society www.c

---

## EMERGING ROLE OF SMC/SDMC/PTA/MTA (LOCAL AUTHORITY) FOR QUALITY ASSURANCE IN SCHOOL EDUCATION

---

Chandra Kanta Giri, Jay Anand; Research Scholar, Anjani Trivedi; Research Scholar RIE (NCERT),Bhubaneswar

Arvind Kumar Ambey; Assistant Professor, TCCE, Garwha

### Abstract

*School education can make a responsible future good citizen and all good responsible citizens can make a good nation, peaceful country as well as world. School education is a pillar of higher education. This higher education can develop our country as well as world through their new inventions and discoveries. So we should need to assure the quality in school education. The government takes several steps, several schemes and projects to universalization the school education and improve the quality of school education. But we cannot achieve our national goals towards school education. Because the local authorities (SMC/SDMC/PTA/MTA/NGOS) do not play the proper role for quality assurance in school education. These local authorities can play emerging role through regular monitoring, supervisions, taking students feedback, regular contact with the several teachers, students, parents, several concern authorities (State and Central level) and for financial support and improvement, they can contact with several NGOs and also can make several strategies or plans. The member of the local authorities should take parts several training programmes related to educational management from several NGOs and state & central government's organization to improve their competency level.*

### Introduction

The National Policy on Education (NPE) 1986 (modified in 1992) envisaged 'universal access and enrolment, universal retention of children up to 14 years of age, and a substantial improvement in the quality of education to enable all children to achieve essential levels of learning'. The policy document of NPE emerged after the nationwide debate on National Policy on Education 1968, Challenge of Education 1984, and the curriculum frameworks of 1975 and 1988. The nation made commitment for universal access of education to all children at elementary stage. Various schemes of education at national and state levels were launched. Operation Black Board (OB), Minimum Levels of Learning (MLL), Programme of Mass Orientation of School Teachers (PMOST), Special Orientation of Primary Teachers (SOPT) and District Primary Education Programme (DPEP) were aimed to improve universal access, retention and improve the quality of school education. The impact of these programmes was visible and quality of school education improved to some extent. The nation launched Sarva Shiksha Abhiyan (SSA) in 2000 – 2001 on a mission mode to accelerate universal access, retention, bridging of gender and social categories gaps and improve the quality of education. . SSA is the flagship programme of Government of India which aims at providing quality elementary education to all children in the age group of six to fourteen years. The National Curriculum Framework (2005) was developed by the NCERT and implemented to promote holistic view of education through restructuring of entire context and process of education.

### Quality in School Education

According to MHRD, the main indicator of the quality of elementary education can be visualized in terms of its product – the learners' achievement both in scholastic and co-scholastic areas i.e. the performance in various subjects of study and habits, attitudes, values and life skills necessary

for becoming a good citizen. The factors associated with success in these areas, which relate to conditions of learning and learning environment, are also sometimes considered as indicators of quality of elementary education. Thus ensuring quality in the inputs and processes becomes necessary if quality achievement is aimed at.

NCERT identified the following quality dimensions for the elementary education and developed Quality Monitoring Tools (2005) in collaboration with the States/UTs and MHRD which were implemented throughout the country.

- Basic Infrastructure and other facilities
- Management and Community Support
- School and Classroom Environment
- Curriculum and Teaching Learning Materials
- Teacher and Teacher Preparation
- Opportunity Time (Teaching Learning Time)
- Classroom Practices and processes
- Learners 'Assessment' Monitoring and Supervision

Quality assurance in education is a consistent provision and utilization of high standard resources to foster effective teaching and learning at every stage and aspect of the educational system. It is meaningful when application of its strategy is not deferred till the end of an educational programme (Fasasi, 2006)

### **Need of Quality in School Education**

“Primary education is the source of education and reforming primary education is vital for empowering education,” *Dr A P J Abdul Kalam*. School Education is the foundation which prepares the child for good future citizen as well as for higher education and also building the personality of an individual. As we know that modification of the behavior is only possible through education. Quality is not merely a measure of efficiency; it also has a value dimension. The attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice quality in education includes a concern for quality of life in all its dimensions. (NCF-2005). Quality education nurtures human talent and creativity, there by contributing to the personal and professional development of the individual as well as social, cultural, economic, political and environment development of society at large. It promotes peace, democracy, creativity, solidarity, inclusion, a commitment to a sustainable environment and international and intercultural understanding. It provide people with critical knowledge, ability and skill that are needed to conceptualized questions and solve problems that occur locally and globally

**Steps Taken by the Govt. to Improve Quality in School Education:** Government of India has taken several steps to eradicate illiteracy, improve the quality of education, and get, out of school children back into the mainstream. Some of these initiatives are: 1. National Technology Mission 2. District Primary Education Programme 3. Nutrition Support for Primary Education 4. Lok Jumbish & Shiksha Karmi in Rajasthan 5. Bihar Education Project (BEP) 6. National Open School (NOS) 7. Mahila Samakhya 8. Sarva Shiksha Abhiyan etc.

### **Present Scenario of School Education**

The Project Approval Board (PAB) of the Ministry of Human Resource Development (MHRD), Government of India (GOI) for Sarva Shiksha Abhiyan (SSA) (2012-13) assigned the National Council of Educational Research and Training (NCERT) an intensive study of the quality interventions at the school level with reference to the preparedness level and effectiveness of the support institutions like District Institutes of Education and Training (DIETs), Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) in 100 clusters of the country. Accordingly the study the present scenario is given below

### **Enrolment and Attendance:**

- Students' attendance emerges out a matter of concern as only 55 percent of the States/UTs reported good attendance of students.
- The enrolment status of out of school (OoS) children in age appropriate classes is not in a good state. The majority of schools did not enroll OoS children. Others reported very low enrolment (one to four children per school) of OoS children.
- While overall enrolment of children with special needs (CWSN) in schools of different States/UTs varies from 1 to 6, in most of the schools it is 0 to 1 per school.
- All schools in the States/UTs allow admission throughout the year. Some of the major problems faced by the schools concerning admission of children include parents' migration, parents' lack of interest and lack of awareness about education, shortage of space in schools and diversity in students' languages.

### **Classroom Process and Teacher Effectiveness**

Most of the classroom processes in the schools of majority of States/UTs are not effective and need improvement.

### **Learning Assessment and Children Achievement**

- **Primary Stage:** There is a large gap in the number of States/UTs showing 'good student achievement' and 'need improvement' in achievement at the primary level. The number of States/UTs showing 'good achievement' is lesser than the number of States/UTs showing 'need improvement' in respect of all classes (I to V) and all subjects, namely, language, Mathematics and Environmental Studies at the primary stage.
- **Upper Primary Stage :** A close look into the achievement data collected and analyzed indicate that the number of States/UTs showing 'good student achievement' in language, Mathematics, Science and Social Science in classes VI, VII and VIII is lesser than the States/UTs showing 'need improvement' .

### **Functioning of School Management Committees (SMCs)**

- All States/UTs, except a few, have constituted SMCs in their schools. Most of the States/UTs have given training to almost all of their SMCs except the 10 percent of the States/UTs which reported training of less than half of the SMCs.
- Most of the SMC members have been visiting schools for various reasons like participating in SMC meetings, observing school functioning, meeting with the teachers/heads of schools regarding school related matters and the study of their own children.
- The SMCs have shown interest in school functioning and provided suggestions to improve schools. SMCs reported that they take part in various activities of the schools.

### **How to improve Quality in School Education:**

Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

### **How the Local Authority can Take Important Role on Quality Assurance in School Education:**

Roles of Local Authority (SMC/SMDC/PTA/MTA) can be grouped as advisory; disciplinary; financial; maintenance of school-community relations; provision and maintenance of infrastructural facilities and also student enrolment. The main goals of the Local Authority should be to assure the quality in school education. For this purpose they should try to improve the main

five quality components in school education. These five quality components are quality learner, quality environment, quality contain, quality processes and at last quality outcomes. And these quality components will improve if they make the proper plans & strategies and follow some basic criteria. These criteria is given below

- The members of the Local Authority should literate, honest, responsible, helping mind and not pre-judgmental in mind.
- The members should try to attend every meeting, programmes arranged by the school.
- The members should be interested to take the works voluntarily which will be distributed by the authority.
- The authority should arrange several programmes in the school to aware all parents about the need of the education for their child, how to guide their child, how to solve their child's educational problems, how and where they can gate financial support for their child and the impact of malnutrition as well as health on their child etc.
- The authority should attention to the proper utilization of all resources given by the government or NGOs.
- The authority should attention to all financial sources and their proper utilization.
- The authority should organize several cultural programmes to improve close relation among students, teachers and all kinds of people of the society
- The authority should attention to the infrastructure, teaching learning materials, school environment, student and teacher's safety etc.
- The authority should contact several teachers and students regularly to listen their several problems and feed backs to take proper steps.
- The members of the authority should take several trainings and attend several programmes related to educational and organizational management given by several NGOs and Govt. organizations.

**Challenges to the Local Authority:** The Local Authority is faced several challenges. These are given below

- There are not gate sufficient literate members in the rural area's schools to make the Local Authority (SMC/SDMC/PTA/MTA).
- There are not gate sufficient willing members to give free service. Because sometimes they are only the earning members of their family.
- There are not gate sufficient honest and responsible persons for making local authority.
- The members of the authority do not attend several meeting and programmes regularly.
- Most of the members of the authority are pre-judgmental.
- Most of the members of the authority are not interested to take training.
- There are also not arranging sufficient training by any NGOs or by Govt. organizations.
- Most of the members of the authority are not aware about the national and international schemes or projects.
- **Lack of autonomy:** Local authority operate in an environment that allows them very little autonomy to hold the school accountable for the quality of education delivered. The authority functions in extremely centralized system of governance, where even states have very little flexibility.
- Lack of clarity on the actionable point for decision making around various educational issues.
- Difficulty in adopting SDPs (School Developing Plans) in a rigid top-down planning system.

**Major Recommendations:** The major recommendations for PTA are

- Parents-Teachers Associations (PTAs) should lay more emphasis on teacher capacity building in order to enhance teacher productivity.
- PTAs should continue to play significant roles in school-based supervision towards quality in the school system.

- PTAs should continue to be involved in financing school programmes not by just providing needed funds but by ensuring the judicious utilization of the funds towards quality in the school system.
- There should be more research to understand why SMCs are not functioning well in most geographical areas, whilst being a successful
- Ensuring proper constitution of SMCs through a democratic process.
- Proper training– helping them understand their roles and responsibilities and the tasks before them
- Facilitation of cross-organizational learning between different NGOs working towards community mobilization.
- Creating social capital of SMCs as institutions. That is, using social recognition as an incentive for parents to participate in SMCs

**Conclusion:** We do not make a good nation, peaceful & developed country as well as world without assures the quality in school education. And there is no single person, community, organization, authority, state or country who can improve the quality in school education individually. But collaborately we can improve the quality in school education. If a policies, schemes or projects are made in upper level (state, national or international level) then their effectiveness' also depend upon the authority in grass level or school level like SMC/SDMC/PTA/MTA/NGOs.

#### References

- NCERT (2012-2013) “Quality Interventions in Elementary Schools” a Report of Quality Monitoring Programme in 100 Clusters of the Country, page-15 to 18 and 26.
- UNICEF (June 2000) “Defining Quality in Education” A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy June 2000.
- MHRD: <http://ssa.nic.in/ssa-framework/quality-issues-in-elementary-education> Home → [SSA Framework](#) → Quality Issues in Elementary Education
- Fasasi, Y.A. (2006). 'Quality assurance: A practical solution to examination malpractices in Nigerian secondary schools. International Journal of African & American Studies, 5(2), 15-21.
- Abdulkareem, A.Y.; Fasasi, Y.A. and Akinnubi, O.P. (2012) “Parents-Teachers' Association and Quality Assurance in the Management of Kwara State Secondary Schools, Nigeria.”
- El Policy Paper on Education: [www.educationinccriss.net](http://www.educationinccriss.net)
- Seminar on 22th November 2013 Organized by Central Square Foundation at Centre for Policy Research, New Delhi.

---

### ROLE OF PARENTS IN SCHOOL EDUCATION

---

Diptimayee Dash, Ph.D. Scholar in Education, Regional Institute of Education, BBSR

#### Abstract

*It takes a village to raise a child is a popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high quality education for all students. In the past, parent involvement was characterized by volunteers, mostly mothers, assisting in the classroom, chaperoning students and fund raising. Today, the old model has been replaced with a much more inclusive approach : school- family- community partnerships now include mothers and fathers, stepparents, grandparents, foster parents, other relatives and caregivers, business leaders and community groups-all participating in goal- oriented activities, at all grade levels, linked to student achievement and school success. Parent, family and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enroll in higher level programs. Researchers cite parent- family- community involvement as a key to addressing the school dropout crisis and note that strong school - family- community partnerships foster higher educational aspirations and more motivated students.*

## **Introduction**

By keeping conformity with the very statement of the Education Commission that “destiny of the nation is being shaped in its classrooms”. That means the progress, prosperity; development of the nation (India) is possible through education. In order to materialize the concept of national development, education plays a vital role through its different agencies such as schools, colleges, universities. Because for the development of the nation it is essential to bring quantitative expansion and qualitative improvement of education for which a close relation between school and parents, family and community is highly essential. Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. Positive effects of parental involvement have been demonstrated at both the elementary and secondary levels across several studies. Parental involvement in school ,and positive parent-teacher interactions, have also been found to positively affect teacher’s self perception and job satisfaction. If families are to work with schools as partners in the education of their children, schools must provide them with the opportunities and support they need to become involved .Too often schools expect families to do it all alone. Developing effective partnerships with families requires that all school staff (administrators, teachers and support staff) create a school environment that welcomes parents and encourages them to raise questions and voice their concerns as well as to participate appropriately in decision making. Developing partnerships also requires that school staff provide parents with the information and training they need to become involved and that they reach out to parents with invitations to participate in their children’s learning. Successful school-family partnerships require the sustained mutual collaboration, support and participation of school staffs and families at home and at school in activities that can directly affect the success of children’s learning. If families are to work with schools as full partners in the education of their children, schools must provide them with the opportunities and support they need for success. Community is an important agency of education. It is child’s laboratory which provides him first hand learning experiences of different kinds. The Education Commission (1964-66) recognized the role of the non-governmental organizations (private enterprise) in the development of education in India. It, therefore, recommended that all possible use of their assistance must be made by the government/state. It felt that the growing educational needs of a modern society cannot be met by government efforts alone. Nevertheless, it should be ensured that the non-governmental organisations do not include in malpractices.

## **Successful Parent Involvement in School Education**

Successful parent involvement can be defined as the active, ongoing participation of a parent or a primary caregiver in the education of his or her child. Parents can demonstrate involvement at home by reading with their children, helping with homework, and discussing school events, by attending functions or volunteering in classrooms. Schools with involved parents engage those parents, communicate with them regularly, and incorporate them in to the learning process.

## **How Do Schools Foster Successful Parent Involvement**

Schools become successful in engaging parents start by going beyond narrow definitions of involvement. They don’t just count the number of parents who attend the spaghetti dinner or volunteer at the book fair. They don’t focus on requirements such as having parents sign report cards. Instead, they start with a belief that student success is a shared interest of both school and family, envision parents as partners in the learning process, and then identify concrete ways that partnership can be activated.

### **Improve Communication:**

Effective communication requires a two-way flow of information. While most schools develop efficient structures for getting information out-such as newsletters, websites and press releases. Far fewer develop similar structures to ensure that feedback from parents is actively solicited.

For some schools, improving communication involves technology such as e-mail, messages and interactive phone systems. Parents can use the system, called Parent link to hear messages from teachers about what is happening in their children’s classes and access their children’s grades and attendance records. Other schools try to view parent involvement through the parents’ eyes. Like parent meetings and workshops not at the school but in a family center that operates in the neighborhood where many of their bilingual families live.

Of course, the use of any strategy must be tailored to the school's population. If families don't have reliable access to the internet, e-mail won't work. A phone message in English won't communicate much to parents who speak only Spanish. The bottom line for schools is to communicate using strategies that convey what is important in a way that can be heard by parents and families and invites them to respond.

### **Teach both Parents and Teachers**

We know that one thing that keeps parents from being involved is their discomfort with schools. And that discomfort often stems from parents not knowing how to be involved. Schools with a commitment to parent involvement take an active role in helping parents learn a variety of ways to be involved.

Many schools use workshops and other school-based programs to help parents learn about what goes on in classrooms. Parents must go to the elementary school and read with their children as well as speak with teachers about reading strategies. Sending home a "Weekly work Folder" is one positive step, but providing parents with specific information about what to look for in the student work goes one step further in communicating what's important.

Another strategy that is TIPS( Teachers Involve Parents In Schoolwork) aims to forge a three-way relationship between teachers, parents and their children through a creative approach to homework .Among its goals are encouraging parents and children to talk regularly about school work, sharing ideas, gathering reactions, interviewing or otherwise encouraging interaction between student and family members .TIPS also aims to keep assignments linked to real life situations and enable parents and teachers to frequently communicate about children's work, progress, and problems.

Parents are the most important partner in a child's education and schools can reap large dividends by capitalizing on their support. To be sure, such relationships require a lot of work by both educators and parents. Although success will not come easy, the rewards are too great for a school so to try.

### **Suggested Strategies for School Systems in Developing Partnerships**

- Review or develop a policy on family-school partnerships.
- Write an annual action plan for partnerships.
- Provide resource materials to assist schools with partnership programs.
- Establish a clearing house of information on best practices and research findings.
- Conduct state-wide conferences to encourage the exchange of good practices and solutions to challenges in implementing partnership programs.
- Work with universities to prepare new teachers to conduct effective partnerships.
- Consider the ability to develop and maintain partnerships when considering the appointment of school leadership personnel.
- Support and consult regularly with parent groups at the system level.
- Explicitly seek and value the input of families and
- Maintain outreach and sustainability.

### **Conclusion**

Parents, family and community involvement means different things to different people. It describes Six types of involvement-Parenting, Communicating, Volunteering, Learning at home , Decision making and Collaborating with the community-that offer a broad range of school, family and community activities that can engage all parties and help meet student needs. Successful school-parent-family-community partnerships are not stand-alone projects or add-on programs but are well integrated with the school's overall mission and goals. Parent-school-family-community partnerships improve schools, strengthen families, and build community support, and increase student achievement and success. So, significantly more emphasis must be placed on the important roles that parents, families and communities can and must play in raising student performance and closing achievement gaps or in other words for the quality in school education.

### **References**

- Aggarwal, J.C. (1995) Theory and Principles of Education, Vikash Publishing House Pvt. Ltd, Masjid Road, Jangpura, New Delhi.
- Dr. Sharma (1992) Philosophical and Sociological Foundations of Education, Lakshmi Narayan Aggarwal, Hospital Road, Agra-3.
- Mohanty, J. (1994) Foundation of Education, Takshyasila, Balubazar, Cuttack-2.
- Rath, R.K. & Nayak, B.K. (1988) School Administration and Supervision, Tara Tarini Pustakalaya, Barracks, Berhampur-1.

**ENHANCING QUALITY SCHOOL EDUCATION THROUGH PRIVATE PARTNERSHIP: CASE STUDY OF "PRATIGYA" (NGO)**

---

Rahul Kumar B.Ed.Science (2015-17), Sanjay Kumar ,M. Phil.in Education (2015-16), Regional Institute of Education, Bhubaneswar

**Abstract**

*This paper highlights the role of 'PRATIGYA' in enhancing quality school education through private partnership. Especially it is a case study on the role of a NGO that has been written by using direct observation technique by the presenter. It has been assumed that in spite of increasing number of schools with modern amenities, the education qualities are not up to the mark and RTE also don't reach among the slums & to the underprivileged section of society. 'PRATIGYA' focuses on the slum children, children of single parents, orphan students & their quality of schooling through different initiatives like cooperative learning, child centered approach, regular & reliable assessment, problem solving skills and other curricular activities. Through this paper, I recommend that government may adopt the way how 'PRATIGYA' is trying to bring about an improvement in the quality of education.*

**Introduction**

It is a well established fact that minimum 6-8 years of basic quality schooling is very necessary for a child to develop her/his basic abilities, skills & knowledge to become a responsible citizen of the society. Quality education is a vital process which vibrates with positive energy, where learner & learned both have eagerly absorbed understanding & communication through a knowledge construction process. The quality education plays an important role in prompting value & creative attitude among the responsible citizens by developing creativity & emotion. The World Education Forum (2000) agreed on six Educations for All (EFA) goals. The sixth goal concerned education qualities that say: "..... improving all aspect of quality of education & ensuring excellence of all so that recognized & measurable learning outcome are archived by all especially in literacy, numeracy & essential life skills."(Source:UNESCO EFA Monitoring Report Team, Paris)

**Quality & School Culture**

School culture may be defined as the quality & character of school life, which may be based on the pattern of students, parents & school personnel experiences within the school & reflects norm, goals, value, inter-personal relationship, teaching & learning practices & the organizational structures. School culture & its quality are largely determined by the values, shared believes & behavior of all the various stakeholders & last but not least the result of the students i.e. Marks that show in the marks sheet of each individual child.

This study investigates the various approaches and role of PRATIGYA in enhancing quality education through private partnership among the marginalized children of the society.

**Objectives**

1. To study the various approaches by PRATIGYA, through which quality of education will be improved.
2. To study the role of financial support given to the slums children as EDUCATION VOUCHER.
3. To know the social impact from SRIJAN BACHPAN program.
4. To study about the growth & development takes place in last 5 year of PRATIGYA's work.

**Methodology**

1. Direct observation technique
2. The key data sources for this paper include in depth interview of President, Secretary, 5 Volunteers, 20 students, 10 parents and observation of the Training center. The qualitative data were collected and triangulated to support the findings of this study.

**Findings and Discussions**

The quality of school education will be improved through various approaches that 'PRATIGYA' adopted are as under:

1. Education Voucher Program
2. Srijan Bachapan Program
3. Child Centered Approach
4. Cooperative Learning
5. By developing Critical thinking
6. Decision Making Skills
7. Formative & Reliable assessment
8. Use of ICT in the various program

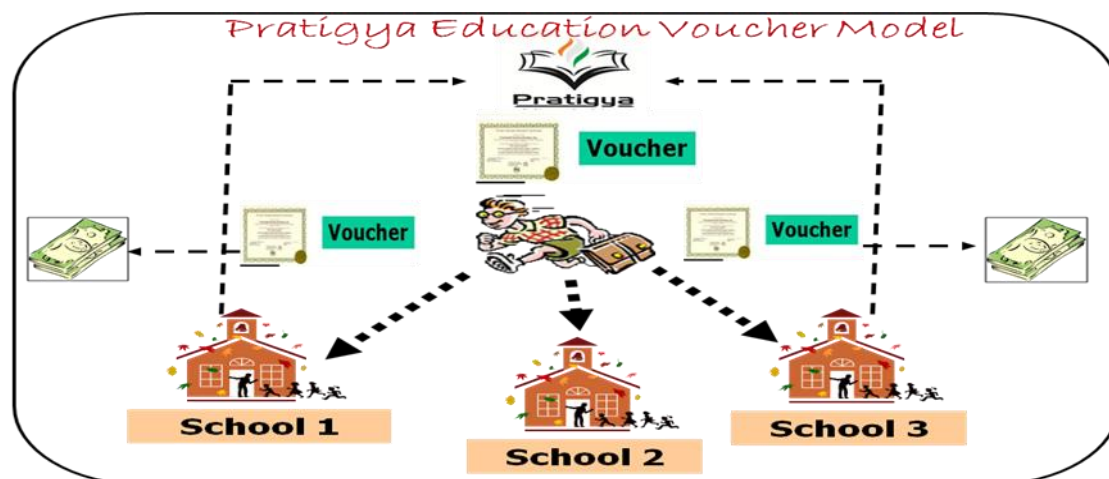


## 9. Pillars of Education.

The above approach are adopted after seeing the problems that the students & guardians are facing several difficulties in imparting education among their children and the guardians who send their child to school were not happy with the result what they received.

### Education Voucher Program

The program was started in the year 2008 with the aim to provide the “RIGHT TO CHOOSE SCHOOL with RIGHT TO EDUCATION”. PRATIGYA truly believes on “Fund the students not the school” for each & every child of the society. This led a child to choose his/her school in a more free way in order to get a quality education. The below pictorial representation can clear the concept more precisely:



An education voucher is a special coupon given to the needy children whose parents are free to redeem it in any school of their choice. If parents are not satisfied with the present school by any means, they are free to change the school. In this way Money follows the child, not the school, as this voucher can be redeemed at any chosen school. This system makes the school directly accountable to the parents since they are paying the schools for the education through Vouchers.

### Srijan Bachapan Program

This project started with 40 children of Jagarnathpur, Ranchi, with voucher worth Rs 3600 per student per annum. On the first year, the NGO received 100 applications and out of them 38 were selected through Lottery System in the presence of students & their parents, and two students were selected based on their extraordinary merit as compared to their peers. At the time of admission test, three students could pass the test and rest 35 was admitted in lower classes, since even students of Class IV & V were not able to write their names in Hindi properly. These students were not even able to solve the basic questions from algebra and even could not do the 2-digit division.

At present PRATIGYA run this project in two districts of Jharkhand – Ranchi & Khunti, covering over 200 children from socially-economically backward families. Presently, PRATIGYA provide the education voucher worth Rs.5100.00 per child per year.

Results of the enrolled children give the clear picture of their academic performance and further lead towards the fulfillment of the objectives, which give them a chance to cheers for themselves.

The results are analyzed every year, and result for academic year 2012-13 is as below:

In this year, 201 students were enrolled and were appeared for their final examinations. Out of them, 190 were promoted for the next class & 8 were detained. 3 students were passed their matriculation examination successfully. 10 students secured more than 80% marks & 12 secured in between 60% - 80% marks & rest secured fairly.

In this project, PRATIGYA conducts other curricular activities, motivational games & various other sessions are conducted on weekly basis at the center hall. The aim of this program is to identify & encourage them with their inherent talent like singing, dancing, painting, art etc. In this program, they also provide the supplementary classes since various students enrolled from various government / public schools lagged behind their peers. They may feel inferior, in the class rooms / schools, due to lack of confidence, so Pratigya conducts personality development classes to boost up their confidence level, teach basic life skills to sensitize them towards their morality and their environment. Doubt classes are being conducted to support their academics along with counseling sessions with their parents so as to build up an environment at their homes. This project helps in

bringing the quality change & betterment in the personnel as well as the academic lives of the children's.

### **Child Centered Approach**

It is the methods of teaching that shift the focus of instruction from the teacher to the student. In a student-centered classroom, students choose *what they will learn, and how they will learn.*

Student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

Child-Centered Approach is used at PRATIGYA as the NGO works with children who are living with poverty, ill health, inadequate care during their childhood & they are also affected with lack of proper development during their childhood. It is being observed that these children are frequently forced to work, taking care of their siblings, laboring inside & outside of the home instead of attending their schools, which can hinder their capabilities & potential.

To make them capable & know their inner potential of each & every individual child, PRATIGYA conduct various activities that help them to come forward with their new creative ideas & make them curious about the upcoming developments. The lists of activity that are carried out in Child Centered Program are:

1. Art & Craft workshop
2. Play way learning
3. Learning through immediate environment

### **Cooperative Learning**

Cooperative learning is an educational approach, which aims to organize classroom activities into academic and social learning experiences. PRATIGYA gives them a platform where students work in groups to complete their given tasks collectively that help them to achieve their academic goals. In group, students learn to cooperate with their peers, know more by doing the things. PRATIGYA structured, facilitated and monitored over time and is used to achieve group goals via task work. Any course material or assignment can be adapted to this type of learning, and groups can vary from 2-6 people with discussions lasting from a few minutes up to an entire period. The lists of activities that are carried out in Child Centered Program are:

Group Discussion

1. Debate on the Assignment
2. Sharing their views & response
3. Questioning from their peers
4. Learning by doing

In this way, PRATIGYA helped these children to learn with curiosity, increase their self-esteem & know their self worth. This way student can process, consolidate & retain their information, which help them to move ahead in their learning & make them capable to teach others also. Cooperative learning help PRATIGYA a lot for assessing the children as each & every child can participate in the activity & unknowing they obtained knowledge for their growth which reflect from their various ideas, excitement for study, cooperation among the group & also in the society and make their school as well as volunteer also accountable.

### **By developing Critical thinking**

The critical thinking plays an important role in the life of student to move them from concrete idea to abstract and lead toward the better concept of the subject matter. It helps the children to compare ideas and draw the conclusion for a given subject. To build up the critical thinking among these children, PRATIGYA do the rigorous work with the children throughout the year since the enrollment of the student. Various activities help them to do the critical thinking. Some of these activities are:

1. **Brain Game :** SUDOKO, Finding error among the two pictures, Building block, Order sequence.
2. **Puzzles:** Crossword puzzles, Word Problem, Word Search, Riddles, Mental Math.
3. **Games:** Pattern recognising, Rubik's Cube, Chess.
4. **Journaling:** Poem writing, Essay Writing, Reading Articles from book & local Newspapers.

### **Decision Making Skills**

Decision Making strategies are the steps that one would use to find the problem that are in the way to getting to one's own goal.

PRATIGYA helps these children to get benefited from these skills & make them capable to take decision by their own after knowing the facts & benefits of taking decisions. The small decision like, "*I have to go to school daily, I have to cooperate my siblings/friends in their studies, I have to obey my parents, I have to take participation in every sessions of PRATIGYA actively, I have to make my surrounding clean, I have to take bath daily*" and many more. These are some of the decisions taken & followed deliberately without any delay or any trouble by these downtrodden children in any pathetic situations.

They face many challenges in their day to day in the society, in the school, in the play ground but PRATIGYA only guides them to focus on your goals. They are guided through Critical thinking to know some basics about what & where the problem is and thereafter they counsel by the expertise & guide them for what they have to do next. PratiGYA trained the recourse personnel for this activity. They visit their homes & discuss with their parents, community, and their siblings and thereafter they come to conclusion and help them to know what is right & what is wrong for them individually. PratiGYA regularly monitor them by the help of their school Teachers & Parents.

### **Assessment**

It is a process by which PRATIGYA measures the knowledge, skills, attitudes & beliefs of the individual children which help PRATIGYA to know the development of children. PRATIGYA assess their students through one to one interaction, visit their home & discuss with their parents, meeting with Teachers & principal of school time to time.

PRATIGYA observes that the impact of *Education Voucher Program* plays a significant role to change the attitude of parents towards their wards as they come forward to get their children's right. Parents visit the school & ask about how their daughter/son is doing in her/his studies. They now assess the school through what their children are going to adopt as a moral value. They feel high when they see their wards are ready & prepare to go to school after doing some regular activity of the household work.

### **Use of ICT in the various programmes**

During the session of *SRIJAN BACHPAN*, PratiGYA emphasizes more on the available ICT's, as this help to get more attention from the student during the sessions. We use the laptop & sound system to reach out.

We show them various motivational videos, skits, songs, animation pictures, films and many more. To teach science of the student of Class 8 and above, we show them the activity through YouTube that help them to understand better & build their concept. To learn Tables & poems for the class 1 student, ICT helps them to create environment for learning by singing with dancing. These students might not visit any theatre and they might not even have television for their

entertainment. As soon they see us with Laptop(s) in our hand, the little children wondered here & there with lot of joy & happiness, which gives their parents a hope to see the beautiful dream for their child. The NGO also feel very energetic in that environment & be thankful to ICT's for helping us to spread various color of Joy & to diminish some of their sorrow for some time.

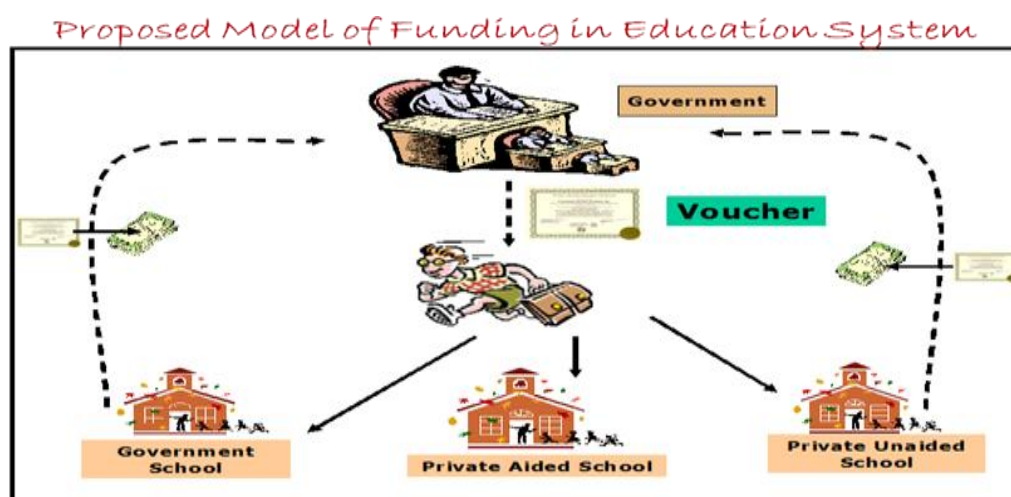
### **Pillar's of Education**

The concept of PRATIGYA is to make a bridge for the life-long learning among the downtrodden children who wish to read, write & become a respectable citizen of the society. To fulfill their dream, PRATIGYA mainly focuses on the four pillars of education during every session:

1. **Learning to Live Together:**  
PRATIGYA build moral values among children; discuss our Fundamental rights which help them to develop peace & mutual understanding.
2. **Learning to Know:**  
PRATIGYA helps them to take benefits from the opportunities that offer lifelong learning.
3. **Learning to Do:**  
PRATIGYA gives them a platform to do various social works like awareness campaign for Right to Education, Right to Information, Ill effects of Tobacco.
4. **Learning for Life :**  
PRATIGYA helps them to develop a good personality, give a sense of judgment & share the responsibilities.

### **Conclusion**

As per the above report, we conclude that instead of giving money to the schools directly, it may be better to provide some sort of Education Voucher to the parents of the child, which they can submit / deposit every month in their school, thus giving them a way to choose an education of their choice. Every child wishes to join a school for getting quality education by his/her own choice and not by the choice of other. Hence, as per our study, we recommend to the government to adopt this model to make accountable every school & create healthy environment which directly provides the education with quality & RIGHT TO CHOOSE SCHOOL with RIGHT TO EDUCATION.



### **References:**

- Nan-zhao, Z., (2007) Four 'Pillars of Learning' for the Reorientation & Reorganization of curriculum: Reflections and Discussions.
- Reddy, S. (2007) "School Quality: Perspectives from the Developed & Developing Countries" February 2007, Azim Premji Foundation
- Orientation Lecture Series LEARNING TO LEARN: Developing critical thinking skills
- Defining Quality Education :( 2000) A paper presented by UNICEF at the meeting of "The International Working Group on Education Florence. Italy" Document No. UNICEF/PD/ED/00/02

Muralidharan, K. "Public-Private Partnership for Quality Education in India" Ph.D. Candidate, Department of Economics, and Fellow of the Program in Justice, Welfare & Economic, Harvard University.

<http://www.criticalthinking.org/pages/critical-thinking-in-everyday-life-9-strategies/512>

<http://www.pratigya.in>

<http://www.timesofmalta.com/articles/view/20081128/education/what-is-quality-education.234848>

## SECTION-5: SKILL DEVELOPMENT THROUGH SCHOOL EDUCATION

### SCHOOL EDUCATION AND ENTREPRENEURIAL SKILL DEVELOPMENT: EMPOWERING WOMEN FROM GRASS-ROOT LEVEL

---

Sudeshna Lahiri, Assistant Professor, Department of Education, University of Calcutta  
Rupa Ghosh, Assistant Professor & Research Scholar (University of Calcutta), Loreto College,  
Calcutta

Indrani Bhattacharjee, School Inspector and Research Scholar, Department of Education, University  
of Calcutta

#### Abstract

*India's demographic dividend will remain a challenge if India is unable to train her youth surplus of 47 million by 2020. The issue further rise to significance as only 2 per cent of the workforce is formally technically skilled. Indian women are highly underrepresented in the workforce both in rural and urban areas. Though there has been increase in girls' enrolment in secondary and higher secondary schools compared to boys (NSS, 68<sup>th</sup> Round) but lack of employment opportunities at present and near future along with their inadequate skills may lead to 'discouraged worker' effect and keep them away from addition to the labour force in the coming decade. In a study conducted by ILO, Mishra (1996) proposed that Indian women exhibit high levels of confidence, managerial abilities, independence and calculated risk taking abilities as entrepreneurs. The present paper employed secondary data analysis of documents issued at Governmental level, articles and research papers to review upon the introduction of entrepreneurial development courses at secondary and higher secondary level to female students. The study followed qualitative research approach to investigate the scope of entrepreneurship education in the schools of West Bengal. The research outcome would help to infuse in the skills of handling independent businesses among female students and empower them for their own and country's economic growth.*

**Keywords:** *Entrepreneurship courses; school education Entrepreneurial development Skill*

#### Introduction

Unlocking India's youth's talents have become a prerequisite for reaping India's demographic dividend by the next decade. It will remain a challenge if India is unable to train her youth surplus of 47 million by 2020 (Economic Survey, 2014-15). The issue further rise to significance as only two per cent of the workforce is formally technically skilled. Indian women are highly underrepresented in the workforce both in rural and urban areas. Though there has been increase in girls' enrolment in secondary and higher secondary schools compared to boys (NSS, 68<sup>th</sup> Round) but lack of employment opportunities at present and near future along with their inadequate skills may lead to 'discouraged worker' effect and keep them away from addition to the labour force in the coming decade. Das., Jain-Chandra., Kochhar., & Kumar (2015) cited (Cuberes & Teignier, 2012, 2014; Esteve-Volart, 2004; and Klasen & Lamanna, 2008) to emphasize that gender gap in both labour force participation and entrepreneurship affect economic growth in a negative way and women entrepreneurship has remained an untapped source of economic growth. A study by Mishra (1996) reveals that Indian women exhibit high levels of confidence, managerial abilities, independence and calculated risk taking abilities as entrepreneurs. Henceforth, Indian women if are exposed to entrepreneurial skill training from school level onwards, it may encourage more women participation in workforce leading to increase in nation's wealth, empowering them to have independent decision making ability, bestow financial independence and reduction in gender inequality in our class divided society. Moreover, to a nation to carve a niche in global market, it will require a greater number of young people who are willing and able to become entrepreneurs which requires young population to launch and successfully develop their own commercial or social ventures, or who will become innovators in the wider organisations in which they work. Because education is the vehicle in shaping attitudes, skills and culture, it is vital that entrepreneurship education is addressed from early age. If secondary school education could take the responsibility to offer Entrepreneurship education, it would not only shape the mindsets of school students but also provide the skills and knowledge that are central to developing an entrepreneurial culture.

While Indian schools have still to come with the idea of Entrepreneur skills at secondary and post-secondary level, the European Commission has long supported and helped further the cause of entrepreneurship education. Within the education and training agenda, the strategic framework for European cooperation, Education and Training 2020 has, as its fourth long-term strategic objective, to enhance creativity and innovation, including entrepreneurship, at all levels of education and training (ECEACEA, 2012). The specific strategies and action plans to integrate entrepreneurship education into primary and general secondary education, The 2003 Lithuanian national education strategy already explicitly mentioned entrepreneurship education. The United Kingdom (Wales) and Norway followed closely behind, launching strategies in 2004. These countries, as well as the Netherlands and Finland, are now in their second wave of measures. Many more countries launched strategies from 2007 and particularly in 2009, and several strategies have only been launched very recently; the Flemish Community of Belgium embarking on this path towards the end of 2011. In some countries, like Hungary, Portugal and Romania, entrepreneurship strategies are currently under discussion and could be launched soon (ECEACEA, 2012).

The present study was conducted across the main objectives that were to: analyze the documents issued at Governmental level, articles and research papers to review upon the introduction of entrepreneurial development courses at secondary and higher secondary level to female students; and investigate the scope of entrepreneurship education in the schools of West Bengal. The study puts forward the feasibility and benefits of introducing entrepreneurial skill development courses at secondary and higher secondary level the in school education.

The present article employed qualitative research approach for the analysis of primary data from various government documents; Surveys reports; and literature from national and international research papers and journals. The methodology employed meta-analysis of primary studies to synthesize statistically. The meta-analysis of primary studies was statistically synthesized in graphical representations. It also used narrative synthesis as a method of research to synthesize and report qualitative researches. The narrative synthesis analyzed the reports, research papers and policy documents to generate a secondary research. The qualitative research approach for the study, mainly, sampled West Bengal as a reference of region to compare national and international initiatives on Entrepreneurship education

### **Discourse on Entrepreneurship Education**

It has been debatable whether the entrepreneurship is innate or acquired. There has never been a definite answer to the question of whether entrepreneurship can be taught (Harrison, 2014). Although many would argue that the entrepreneurial spirit is innate, the credence on effective entrepreneurial education to foster the right entrepreneurial attitude with requisite training is gaining ground (Drucker, 1985). The reason may be, entrepreneurship education has truly earned a global status for itself, given that it now pursued with equal passion even in the developing countries (Arthur, Hisrich & Cabrera, 2012). However, Entrepreneurship education in India has always been under the prerogative of Higher education and courses offered in Business administration. The term “Entrepreneurship” has been broadly discussed by Ramanigopal, Palaniappan, and Hemalatha (2012) stating wider implication. It does not merely mean the ability to start some business. It may bring about a change in the mind set of people and can be a change in the social order. But it has a good spectrum of basic principles responsible for strong character, creativity innovation intelligence independence, productivity and the ability to avail of the prevalent opportunities on resources to great advantage. The epistemological definition of “entrepreneur” is derived from two French words “entre” and “prenure” which is between and to take, respectively. The term originally referred to those who would trade between the buyer and sellers having “supply against demand” principle with its inherent risks and later it began to mean those starting a new venture. Entrepreneurship as a concept has been defined and analyzed in different ways by different scholars across distinct time and space (Sexton and Landstorm, 2000; Hisrich and Peters, 2002). Even if there are innovative ideas and new creations, in the same cultural context the industrial bases can be renewed and the modern industrial structures can be maintained and sustained (Jack and Anderson, 1999). Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. The debate rose by Ramanigopal, Palaniappan, and Hemalatha (2012) states that the Standards and their supporting Performance

Indicators are a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have: progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities. Moreover, Entrepreneurship education benefits students from all socioeconomic backgrounds because it teaches a student to think and act outside the box and nurtures unconventional talents and skills. Furthermore, it creates opportunity, ensures social justice, instills confidence and stimulates the economy. Entrepreneurship education in India has gained relevance in today's context. Education in the area of entrepreneurship may help people to develop skills and knowledge, which could benefit them for starting, organizing and managing their own enterprises. In support of introducing Entrepreneurship education, Paltasingh (2005) realized that the educational institutions do not offer any assurance to get access to employment in the formal job market. Entrepreneurship education is extremely important as it encourages innovation, fosters job creation, and improves global competitiveness. The basic purpose of encouraging entrepreneurial efforts is to make the entrepreneurs self reliant, create job opportunities, improve the economic condition of the people from different strata and orient the public policy in such a way which could facilitate such initiatives. The recent approach in theorizing entrepreneurship has analyzed the process of equilibrium (Krisner 1973, 1982).

### **Entrepreneurial Skill Development among Women**

Demographic Dividend refers to the window of opportunity that India will be enjoying in the coming 20-25 years due to a population 'bulge' in the working age groups (15-59) years. Thus, with a lower dependency ratio India has the potential to become regional or global leader even displacing China provided India is able to train her youth surplus (Chandrasekhar, C. P., Ghosh, J., & Roychowdhury, A., 2006). A Survey report by Government of India, Ministry of Labour & Employment (2015) reveals that share of women in the population is around 50 percent at present and it will grow in near future. But, side by side, unemployment among women is also highest in Indian population specifically more in urban areas. The greater presence of women in the rural labour force is possibly due to availability of opportunities around home and farm whereas their relative absence from urban labour market may be due to the common concept that the role of women is more of an unpaid home maker. Ayadi., Dabrowski., & De Wulf, (2014) puts forward the discouraged worker thesis in this context stating that economic crisis deter women from seeking employment as "good" jobs tend to be reserved for men and women's lower educational attainments and skills reduces firms eagerness to employ them. Thus, skill development among women becomes highly essential for their inclusion in labour market and for developing their capabilities as well. (Cited from: <http://tmgt.lsrj.in/SeminarPdf/105.pdf>) leading to their empowerment. Tripathi (2011) mentioned in her article that empowerment is not a stock but a flow concept which gets manifested in various other outcomes and agreed to state that access to resources and wellbeing are overlapping in identifying empowerment. In a country like India, where unemployment is rampant among women, skill development becomes essential not only to place women in equal footing with men but to improve development outcomes of next generation and to make institutions and policies more representatives (Revenga & Shetty, 2012). Encouraging entrepreneurial development among women is one way of manifestation of skill development among them. Women entrepreneurs, if trained with appropriate skill can make a significant contribution to the Indian economy. There are approximately 3 million MSME (Micro Small and Medium Scale Industries) in India with full or partial female ownership which contribute 3.09 percent of industrial output and employ over 8 million people (International Finance Corporation, 2014). Amaghous & Ibourk (2012), cited from Cipolla (1981), to state that the economy before 20<sup>th</sup> Century reflected the first signs that entrepreneurship is an engine of economic growth in the long run. Though the role of human capital in economic growth cannot be denied but it is also true that it is skill development that leads to formation of human capital. Amaghous & Ibourk (2012) researched on works of Andretch (1995), Klepper (1996), Jovanovic (2001) and Andretch (2003) to conclude that entrepreneurship generates and stimulates economic growth. Women entrepreneurs have been found to be critical contributors to economic growth in Asia and Pacific. No doubt women are underrepresented in entrepreneurship globally but



they show greater entrepreneurial ambition than their male counterparts to set up a business; more concerned towards sustainable growth, aware about potential barriers to growing their businesses. (Centre for Entrepreneurs, 2015). When Shah (1987) classified women entrepreneurs into three categories such as middle, high and low income groups, need for achievement, problem solving skills and risk taking attitude were found in all the three categories of women.

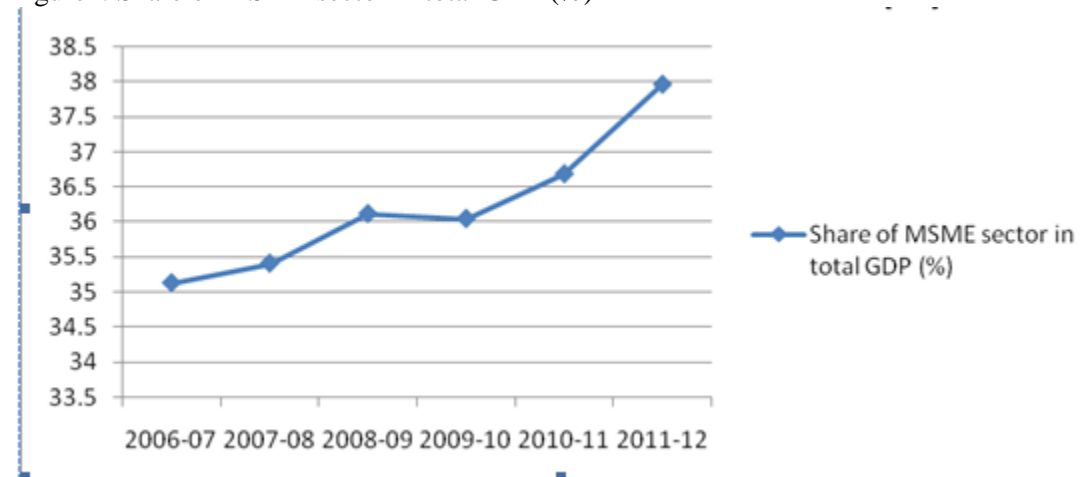
According to MSME, Annual Report 2014-15, share of Micro small and medium enterprises in GDP has been increasing till 2011-12 (Table 1; Figure 1) showing positive effect of business enterprises on economic growth. Governance, at federal, regional and local level, thus, should come up with robust policy initiatives for encouraging business not only for the registered units but for individual proprietors as well.

**Table 1: Share of MSME sector in total GDP (%)**

Year	Share Of MSME Sector In Total GDP (%)
2006-07	35.13
2007-08	35.41
2008-09	36.12
2009-10	36.05
2010-11	36.69
2011-12	37.97

Source: MSME, Annual Report 2014-15, Government of India.

Figure1: Share of MSME sector in total GDP (%)



Global Entrepreneurship Monitor (2000) established a connection between training and education and entrepreneurial capacity generation and motivation leading to business dynamics and GDP growth rate and jobs (Reynolds, Hay, Bygrave, Camp and Autio, 2000). The detailed linkage proposed in the study, which is given in Table 2.

**Table 2: Linkage with Cultural Norm**

	Culture and Social Norms
More entrepreneurial activity	Encourage women and minorities to be more entrepreneurial • Create mindset of creativity and innovation
Less entrepreneurial activity	• Need for role models • Instill elementary aspects of entrepreneurial mindset

While analyzing entrepreneurial climate of different countries they have expressed high hopes for India due to India's huge human capital strength but have cited deep concern for introducing skill based learning early in the education cycle. (<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan002481.pdf>). When plotted for five major states of India selected in terms of

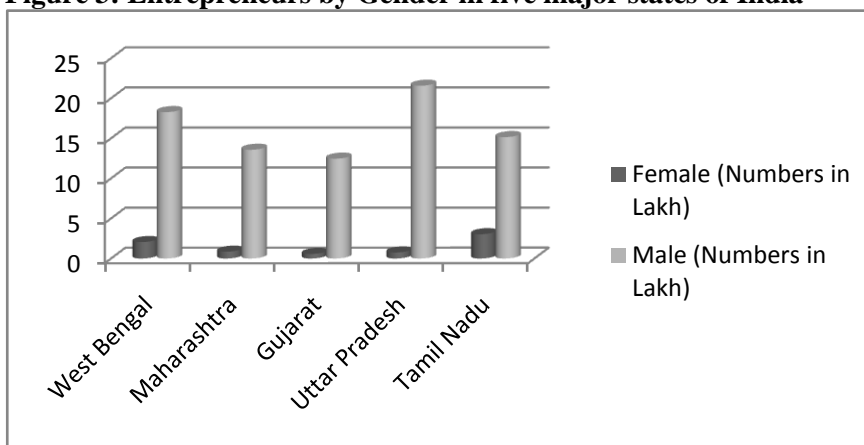
highest State GDP (at 2004-05 prices) shows (Cited from: [http://mospi.nic.in/Mospi\\_New/site/inner.aspx?status=3&menu\\_id=82](http://mospi.nic.in/Mospi_New/site/inner.aspx?status=3&menu_id=82)) that the number of male entrepreneurs are quite high in all the states in comparison to female entrepreneurs (refer Figure 3; Table 3).

**Table 3: Entrepreneurs by Gender in five major states of India**

State/UT	Female (Numbers in Lakh)	Male (Numbers in Lakh)
West Bengal	2.05	18.27
Maharashtra	0.85	13.57
Gujarat	0.57	12.46
Uttar Pradesh	0.75	21.56
Tamil Nadu	3.03	15.15

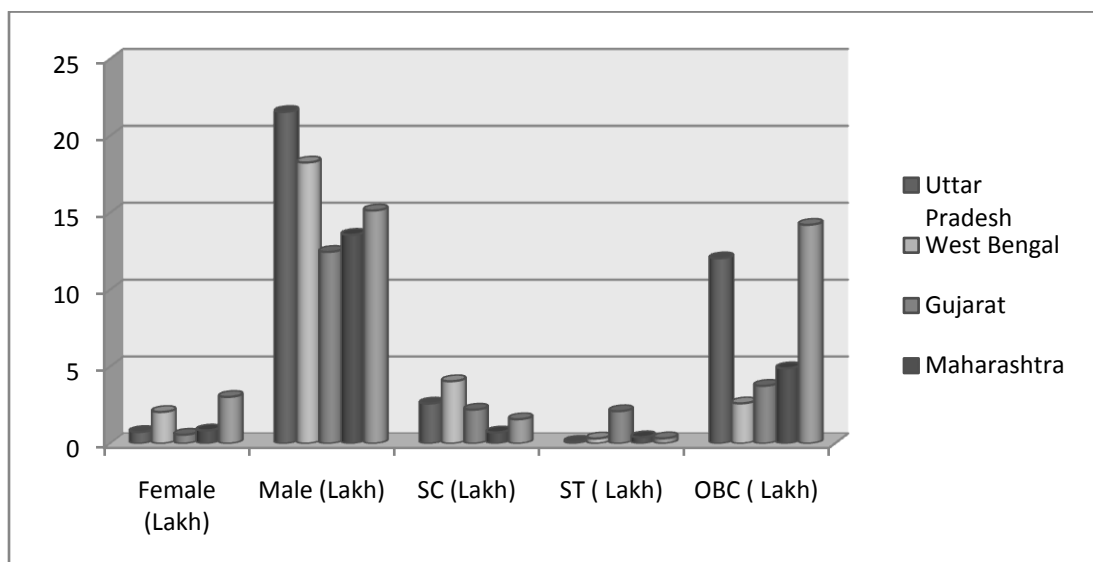
Source: <https://data.gov.in/keywords/entrepreneurship>

**Figure 3: Entrepreneurs by Gender in five major states of India**



A state wise comparison gives a vivid picture of gender disparity in entrepreneurship (Figure 3). The representation of female entrepreneurs is appreciably well after Uttar Pradesh. For more clarity, Figure 4 shows Entrepreneurship in comparison to Gender and Category.

**Figure 4: Entrepreneurship in comparison to Gender and Category**



As per Figure 4, the female entrepreneurs are more in number in Tamil Nadu where West Bengal is not lagging behind. In West Bengal, both Scheduled Caste and Backward classes have shown appreciable entrepreneurial ventures. A study of European Commission by Anette Curth (2015) on studying Entrepreneurship at Primary level in school have cited a Danish study in stating that Entrepreneurship should be studied as a method and not as occupation.

To recognize the undervalued role of women in our society we need to strengthen their footing in our society not only through financial empowerment but also by instilling in them the confidence, ambition and aspiration realization capacity. This is only possible through their proper education from school level. Developing business ideas in them will work two ways. One, it will relieve them and their families from economic hardships and two, it will empower them to become independent in thought and action. In the long run it will empower the economy to walk faster in terms of growth, gender equality and labour participation.

### **Entrepreneurship Education in Schools**

In an empirical research, Paço, A., & Palinhas, M (2011) concluded that educational experience and knowledge increased after a young entrepreneurship programme was run on children. Otuya,R., Kiba ,P & Otuya, J (2013) cited Van der kuip et al., (2003) in support for teaching entrepreneurial qualities at an early level as personalities of children can be moulded at that stage. An European Union Study on Entrepreneurship Education (2015) emphasized the benefits of Entrepreneurial education as cited in Table 5

**Table 5: An Affect of Entrepreneurship Education at different levels of school**

Primary	Greater self-confidence, higher ambitions and more interest in learning
Secondary	Interest in Entrepreneurship, Entrepreneurial knowledge, attitudes and behaviour

Entrepreneurship studies can be well interlinked with subjects like Economics, History Business studies etc. Among these, History and Economics are the subjects that students study at secondary level as well Higher Secondary level as core papers Preliminary Entrepreneurship knowledge can be imparted through these subjects if introduced as case studies to let the students know about their own and other countries culture. While, Entrepreneurship means “business”, no economy can run without entrepreneurship. Besides integrating it with main subjects, this course may also be introduced in secondary schools. The course may be tailor-made, especially, for girls’ schools as a Certificate of Competency (CoC) course for specific hour’s duration on weekends. Keeping in mind the socioeconomic background of students and course fees, schools can invite experts in this area for occasional lectures and also to break the monotony of regular classes. For this, schools can reach out to voluntary organizations for tie-ups along with proper course curriculum and competent teachers.

Schools get a broader chance of introducing this course at Higher Secondary Level. There is an ample scope of initiating this course with deeper content. The course can be made as a compulsory elective paper with the main subjects or a main subject with Economics, Commerce and Psychology. The course must be having an internship programme so that schools have direct contact with industry. The course, whether as a core subject or optional course, must be reviewed time to time. There should be “how” and “why” to foster women entrepreneurship in India with emphasis on scope of finance so that young women folks can start their nascent career. The benefit of keeping this as a core and major course is to help to enforce and inculcate the basic entrepreneurship skill among female students.

### **Entrepreneurship Development Course as Vocational Stream**

Providing skill based education to the youth has been a coveted goal to Indian Government. Hence, Vocational Education and Training has become an important educational initiative from its part. The Tenth Five Year Plan (2002-07) of Planning Commission in its report on Vocational Education (p.47) stated that secondary and higher secondary education are the most important stages in general education; it is necessary to shift at least fifty percent of the students from class X to vocational stream to reduce the pressure on higher education as well as prepare them for gainful employment.

Efforts have been taken by Ministry of Human Resource and Development (MHRD), National Institute of Open Schooling (NIOS) and Central Board of Secondary Education (CBSE) towards vocationalisation of Education but efforts were not able to fetch more women participation. While the Council for Indian School Certificate Examination ([http://www.cisce.org/pdf/cve-Syllabus/HANDBOOK\\_FINAL.pdf](http://www.cisce.org/pdf/cve-Syllabus/HANDBOOK_FINAL.pdf)) recognizes technical and non technical certificate courses for year 2012 as

1. Mechanical Engineering Technician
2. Telecommunication and Electronic Technician
3. Civil Engineering Technician.
4. Computer Programme & System Analyst
5. Business Studies
6. Crèche & Pre-School Management
7. Hospitality Management
8. Interior & Exterior Design
9. Printing Technology
10. Graphic Design
11. Physical Education
12. Air Conditioning & Refrigeration.
13. Office Assistant

The Central Board of Secondary Education (cited from [http://cbseacademic.in/web\\_material/Curriculum/Vocational/2012/voc\\_courses.pdf](http://cbseacademic.in/web_material/Curriculum/Vocational/2012/voc_courses.pdf)) has chosen the following subjects in vocational curriculum of Senior Secondary level as

1. Health and Beauty Culture
2. Library Management
3. Transportation Systems and Management
4. Bakery and Confectionery
5. Travel and Tourism
6. Horticulture
7. Dairying
8. Office secretary ship
9. Stenography & Computer Application
10. Accountancy and Auditing
11. Marketing and Salesmanship
12. Banking
13. Electrical Technology
14. Automobile Technology
15. Structure and Fabrication Technology
16. Air Conditioning and Refrigeration Technology
17. Electronics Technology
18. Ophthalmic Techniques
19. Medical Laboratory Technology
20. X-Ray Technician
21. Food Service & Management
22. Fashion Design & Clothing Construction
23. Textile Design Dyeing & Printing
24. Hotel Management and Catering Technology
25. IT Application
26. Financial Market and Management
27. Health Care Sciences
28. Food Production
29. Food And Beverage Services
30. Mass Media Studies & Mass Media Production
31. Geospatial Technology
32. Medical Diagnostics

### 33. Foundry Technology

In both the above-mentioned courses, Entrepreneurship development has been included as a compulsory paper or as part of Management course. However, the revelation by NSS 68<sup>th</sup> round survey has been quite discouraging which has stated 0.9 percent females in rural areas and 3.3 percent females in urban areas receive formal vocational training in India. However, 5.5 percent females in rural areas and 4.3 percent females in urban areas receive non-formal vocational training. The survey also shows 32.2 percent has chosen textile related work and urban women chose computer related jobs among rural females who receive formal vocational training. This information is to some extent supported by a study of UNDP (2015) on urban women of Delhi, Mumbai and Bangalore which shows that women and girls in the age group of 16 to 22 years aspire to become employees, in future and women and girls in the age group of 23 to 34 aspire to become entrepreneurs.

There, thus, arises the need to include Entrepreneurship development as a specialized course to motivate young women to accept entrepreneurship as a vocation. The National Policy on Skill Development was formulated in 2009 to promote skill development with innovative approaches. To ensure equitable access to training to all, the said document was revised further in 2015 in order to lay more emphasis on how to integrate skill development with formal education and to give special focus on women entrepreneurship development programmes. Complementing to the survey of National Policy on Skill Development, in a study conducted by Shah (2013), forty six (46) percent of women cited sense of self achievement as a factor for business start-up whereas 41 percent cited economic interdependence ([http://www.unescap.org/sites/default/files/escap-sswa-development-paper\\_1304\\_1.pdf](http://www.unescap.org/sites/default/files/escap-sswa-development-paper_1304_1.pdf)).

#### **Conclusion**

It has been reported on female entrepreneurship (Blackden & Wodon., 2006), women can make significant contributions to economic growth and poverty reduction around the world. Women entrepreneurship is both about women's position in society and role of entrepreneurship in the same society. Increased participation of women in the labour force is a prerequisite for improving the position of women in society and for improving economic growth. Entrepreneurship development course if introduced in the secondary level may have positive impact on the adolescent girls to motivate them to ignite aspiration to choose this vocation with open arms in future and help to empower themselves. The involvement of educational policy makers is very crucial for inclusion of appropriate and contemporary lessons on women entrepreneurship in syllabus of secondary and Senior Secondary levels at schools. In India, students of after their first public exams get the opportunity to select their stream and subject of studies. Therefore, the lessons on entrepreneurship of Secondary classes will help them to choose appropriate stream and subject of studies and accordingly lessons on entrepreneurship at Senior Secondary Classes will help them to select courses for higher education which is very essential to reach their aim. Women empowerment may be highly sought after not only for financial stability, but also for rights, freedom and equitable society. Moreover, the women empowerment and emancipation is required to achieve this training is a must and it must begin from grass root level i.e., school education. Training on entrepreneurship will help to create jobs for women and also for other women folks.

#### **References**

- Amaghous, J., & Ibourk, A. (2013). Entrepreneurial Activities, Innovation and Economic Growth: The Role of Cyclical Factors Evidence from OECD Countries for the Period 2001-2009. *International Business Research*. Vol.6(1), pp. 153-162. doi:10.5539/ibr.v6n1p153
- Arthur, S. J., Hisrich, R. D., & Cabrera, Á. 2012. The Importance of Education in the Entrepreneurial Process: A World View. *Journal of Small Business and Enterprise Development*, 19(3), 500-514. <http://dx.doi.org/10.1108/14626001211250180>
- Ayadi., R., Dabrowski, M., & DeWulf, L (Ed.)(2014) *Economic and Social Development of the Southern and Eastern Mediterranean Countries*. Springer. DOI: 10.1007/978-3-319-11122-3

- Blackden, C. M., & Wodon, Q., (Eds.). (2006). *Gender, Time Use, and Poverty in Sub-Saharan Africa*. The World Bank: Washington DC. DOI: 10.1596/978-0-8213-6561-8. [http://siteresources.worldbank.org/INTAFRREGTOPGENDER/Resources/gender\\_time\\_use\\_pov.pdf](http://siteresources.worldbank.org/INTAFRREGTOPGENDER/Resources/gender_time_use_pov.pdf)
- Blackden, C. M., & Wodon, Q., (Eds.). (2006). *Gender, Time Use, and Poverty in Sub-Saharan Africa*. The World Bank: Washington DC. DOI: 10.1596/978-0-8213-6561-8. [http://siteresources.worldbank.org/INTAFRREGTOPGENDER/Resources/gender\\_time\\_use\\_pov.pdf](http://siteresources.worldbank.org/INTAFRREGTOPGENDER/Resources/gender_time_use_pov.pdf)
- Central Board of Secondary Education. (2012). List of Career Oriented Vocational Courses offered by the CBSE at Senior Secondary Level Along with revised scheme of studies. [http://cbseacademic.in/web\\_material/Curriculum/Vocational/2012/voc\\_courses.pdf](http://cbseacademic.in/web_material/Curriculum/Vocational/2012/voc_courses.pdf)
- Centre for Entrepreneur. (2015). Shattering Stereotypes: Women in Entrepreneurship. <https://s3-ap-southeast-2.amazonaws.com/terem-web/terem-female-technology-entrepreneurs-survey-2015.pdf>
- Centre for Entrepreneur. (2015). Shattering Stereotypes: Women in Entrepreneurship. <https://s3-ap-southeast-2.amazonaws.com/terem-web/terem-female-technology-entrepreneurs-survey-2015.pdf>
- Chandrasekhar, C.P., Ghosh, J., & Roychowdhury, A. (2006). The 'Demographic Dividend' and Young India's Economic Future. *Economic and Political Weekly*, pp. 5055-5064. [www.jsk.gov.in/.../the\\_demographic\\_dividend\\_cp\\_chandrasekhar.pdf](http://www.jsk.gov.in/.../the_demographic_dividend_cp_chandrasekhar.pdf)
- Council for the Indian School Certificate Examinations. (2012). Handbook on Certificate of Vocational Education Examination. CISCE: New Delhi. [http://www.cisce.org/pdf/cveSyllabus/HANDBOOK\\_FINAL.pdf](http://www.cisce.org/pdf/cveSyllabus/HANDBOOK_FINAL.pdf)
- Drucker, P. F., & Drucker, P. F. 2007. *Innovation and Entrepreneurship: Practice and Principles*. Routledge.
- European Commission. (2015). *Entrepreneurship Education: a Road to Success*. European Commission: Brussels. <http://ec.europa.eu/DocsRoom/documents/8565/attachments/1/translations/.../pdf>
- European Commission. Education, Audiovisual and Culture Executive Agency EACEA. (2012). *Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes*. EURYDICE: Brussels, Belgium. <http://eacea.ec.europa.eu/education/eurydice>
- Gender and Economic Policy Discussion Forum (2012). *Empowering Women through Skill Development -Challenges and Opportunities*. Vol II, Briefing note 2, Institute of Social Studies Trust. [http://in.boell.org/sites/default/files/downloads/Briefing\\_note\\_2.pdf](http://in.boell.org/sites/default/files/downloads/Briefing_note_2.pdf)
- Government of India. (2015). *Economic Survey (2014-15)*. Vol. II, Ministry of Finance: New. <http://indiabudget.nic.in/es2014-15/echapter-vol2.pdf>
- Government of India. (2015). *Fourth annual employment & unemployment survey report*. Labour bureau, ministry of labour & employment government of India: Chandigarh. [http://labourbureau.nic.in/Press\\_note\\_4th\\_EUS.pdf](http://labourbureau.nic.in/Press_note_4th_EUS.pdf)
- Government of India.(2013). Key Indicators of Employment and Unemployment in India. National Sample Survey 68th Round(2011- 2012). Ministry of Statistics and Programme Implementation: New Delhi. [http://mospi.nic.in/Mospi\\_New/upload/KI-68th-E&U-PDF.pdf](http://mospi.nic.in/Mospi_New/upload/KI-68th-E&U-PDF.pdf)
- Gupta, P. (2015). Recognizing the Value of Women Empowerment in Skill Development. *Tactful Management Research Journal*. Vol 3, March 2015, pp. 152-155. <http://tmgt.lsrj.in/SeminarPdf/105.pdf>
- Harrison, J. D. 2014. Can You Really Teach Entrepreneurship? *Washington Post*. June 11, 2014. <http://www.washingtonpost.com/business/on-small-business/can-you-really-...>
- Hisrich, R. D., Peters, M., & Shephard, D . (2002). *Entrepreneurship*. McGraw-Hill Education.
- Jack, S. L., & Anderson, A. R. (1999). Entrepreneurship education within the enterprise culture: producing reflective practitioners. *International Journal of Entrepreneurial Behavior & Research*, 5(3), pp. 110-125.

- Krisner, I. (1973). *Competition and Entrepreneurship*. Chicago, University of Chicago. <http://www.sjsu.edu/people/john.estill/courses/158-s15/Israel%20Kirzner%20-%20Competition%20And%20Entrepreneurship.pdf>
- Krisner, I. (1982). *The Theory of Entrepreneurship in Economic Growth*. In C. Kent, D. Sexton and K. Vesper (edt.) *Encyclopedia of Entrepreneurship*. Englewood Cliffs, Prentice-Hall, 272-6.
- MicroSave. (2014). *Improving Access to Finance for Women-owned Businesses in India*. International Finance Corporation: World Bank Group. <http://www.ifc.org/wps/wcm/connect/a17915804336f2c29b1dff384c61d9f7/Womenownedbusiness1.pdf?MOD=AJPERES>
- Ministry of Skill Development and Entrepreneurship. (2015). *Draft – National Policy on Skill and Entrepreneurship Development*. <http://www.skilldevelopment.gov.in/assets/images/Skill%20India/policy%20booklet-%20Final.pdf>
- Paltasingh, T. (2005). *Entrepreneurship Education in India: Need for Policy Interventions*. In: the Sixth Biennial Conference on Advances and Trends in Entrepreneurship Research organized by EDI, Ahmedabad, during February, 2005. <http://www.ediindia.org/dstfdp/4.%20Entrepreneurship%20Education.....pdf>
- Ramanigopal, C.S., Palaniappan, G. & Hemalatha, N. (2012). Need For Entrepreneurship Education In School Students. *International Journal of Physical and Social Sciences*. Vol. 2(3). 243- 259. [http://www.ijmra.us/project%20doc/IJPSS\\_MARCH2012/IJMRA-PSS881.pdf](http://www.ijmra.us/project%20doc/IJPSS_MARCH2012/IJMRA-PSS881.pdf)
- Revenga, A. & Shetty.S. (2012). Empowering Women Is Smart Economics. Finance and Development, March 2012, Vol. 49, No. 1. <http://www.imf.org/external/pubs/ft/fandd/2012/03/revenga.htm>
- Revenga, A. & Shetty.S. (2012). Empowering Women Is Smart Economics. Finance and Development, March 2012, Vol. 49, No. 1 <http://www.imf.org/external/pubs/ft/fandd/2012/03/revenga.htm>
- Reynolds, P.D ., Hay, M ., Bygrave, W.D ., Camp, M.S & Autio, E . (2000). *Global Entrepreneurship Monitor : 2000 Executive Report*. Kauffman Center for Entrepreneurial Leadership at the Ewing Marion Kauffman Foundation. <http://www.esbri.se/gem-rapport.pdf>
- Sexton, D. L., & Landstrom, H. (ed.) (2000). *Handbook of Entrepreneurship*. Blackwell.
- Shah, H. (2013). *Creating an Enabling Environment for Women's Entrepreneurship in India*. United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP), South and South-West Asia Office. South and South-West Asia Office. Development Papers 1304.
- Tripathi, T. (2011, December). Women's Empowerment: Concept and Empirical Evidence from India. In *annual conference ('Winter School') of the Centre for Development Economics, Delhi School of Economics* (pp. 10-13). <http://www.cdedse.org/ws2011/papers/Tulika%20Tripathi.pdf>
- UNDP. (2015). Women's Voices: Employment and Entrepreneurship In India. <http://www.in.undp.org/content/dam/india/docs/poverty/Womens%20Voices%20Employment%20and%20Entrepreneurship%20In%20India%20Report.pdf>
- UNESCO. (2015). *Skills development essential for women's empowerment*. [http://www.unesco.org/new/en/media-services/single-view/news/skills\\_development\\_essential\\_for\\_womens\\_empowerment/#.VtAzjH196t8](http://www.unesco.org/new/en/media-services/single-view/news/skills_development_essential_for_womens_empowerment/#.VtAzjH196t8)

## **DEVELOPING VOCATIONAL SKILLS AMONG SECONDARY SCHOOL STUDENTS**

Dr. Sabita Mishra, Deptt.of Education, Ravenshaw Jr. College,Cuttack – 753003

### **Abstract**

*Secondary education is considered as the most significant stage in individual's life because at this stage, a youth decides on whether to pursue higher education or to earn his daily bread. As 60% students do not go beyond class 10+, training of vocational skills is considered more important at this stage. In spite of the recommendations of different commissions and committees, vocational education has not yet been successfully implemented at school level. As a result, unemployment problem is increasing very rapidly. To reduce unemployability, to make the youth self sufficient and bring socio-economic development of the nation, vocational skill subjects should be strictly implemented at the secondary school level. Vocational skill makes the individual efficient and effective in any vocation. Taking into account the interest and strength, vocational subjects should be separate for boys and girls. Subjects like dress designing and tailoring, art and craft, beauty care & hair style to be taught to girls and boys are required to be trained in wood work, shoe making, metal work, dress designing, tailoring, carpentry, metal work, art and beauty, leather work, textiles, sculpture, graphic design, food and nutrition, jewellery making and computer skill, accounting & auditing etc. Training of vocational skill helps to prepare not only high skilled technicians, but also skilled men to work in farms, factories, trade centers and commercial establishments. It can be achieved through the quality curriculum, relevant teaching and learning materials, trained teaching personnel, improved workshops and laboratories for practical work, quality supervision & evaluation and industry-institution collaboration, etc. Besides, strong commitment of the government to run the programme, financial assistance & co-operation of public are quite indispensable for success of the programme.*

### **Introduction**

Modern society aims at rapid economic growth and establishment of an egalitarian society by utilizing man usefully and profitably. In order to attain this goal education should inculcate certain skills and attitudes among the people favourable for taking up industrial competence, small scale trades, small independent vocations, skilled and semi- skilled jobs. In India, secondary education is considered as the most important stage of an individual's life because during these years, a youth decides on whether to pursue higher education or to earn his daily bread. As youth constitute more than 60 percent of total population and they are the dynamic force for the nation's development, they need to be more skilful, economically self sufficient and socially well developed. Taking this into considerations, teaching of vocational skills seems indispensable at secondary stage of education, so that the youth will join the world of employment immediately.

### **Vocational Skill: the Concept**

Vocational skill refers to the skill acquired in any vocation through training. Vocational skills are those which allow a person to master a particular subject or procedure that is applicable to a career. It is also known as content skills that the person acquires for job descriptions. Individuals should develop the vocational skills from school level to be more effective and efficient in vocation. Student should be provided training in a particular vocation to become skilled worker. Taking into account the importance of vocation for development of society, different committees at different times have given their recommendations. Theory and practice should be integral component of the effective vocational education. The main goal of the programme is to produce competent young youth who are able to stand on their own feet after completion of their secondary education.

Vocational education include three main elements; the individual, vocation, and education. In this process, individuals constitute the primary element. Secondly, individuals' decisions to get an education in a specific field or profession are required. After determining the elements of individuals and vocation, a suitable educational process for the profession is necessary.

### **Views of Commissions on Vocational Education in Post Independence Period**

After independence various commissions and committees have given their views on vocational education. In 1951-52, Secondary Education Commission felt the need to promote technical skill and efficiency at all stages. In 1964-66, Kothari Commission Report suggested to relate education to work and recommended vocational education for both lower and higher secondary stage, In its words, "we visualize the future trend of school education to be towards a



fruitful mingling of general and vocational education containing some elements of pre-vocational, technical education and vocational education, in its turn, having all elements of general education. In the kind of society in which we will be living increasingly in the coming years a complete separation between the two will not only undesirable but impossible.”

Vocational education has been accorded high priority in the National Policy on Education, 1986. It states “The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization. Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity”.

### **Steps Taken in Different Five-year Plans on Vocational Education**

During different plan periods emphasis was given on vocational education at school levels. First Five Year Plan proposed to establish social school cum community centre with the unit of basic education. Second Five Year Plan proposed to set up workshop and farms in schools. Third Five Year Plan emphasized on integrating and improving the status of vocational education. Sixth Five Year Plan proposed to include experienced craftsman and practitioner of arts to impart skills to the students without undue emphasis on pedagogic issues. Seventh Five Year Plan suggested for “Radical reconstruction of education and envisaged a transformation of the system to relate it more closely to the life of the people. Eighth Five Year Plan suggested that the role of vocational education has been looked at in one side to provide the manpower in the emerging field of economy and on the other side providing some professional and need based skills to the people of various capacities. Similarly, Tenth Five Year Plan said to link education with the world of work. The Eleventh Plan proposed to start new vocational schools and strengthen existing vocational schools in government sector. Private schools will be assisted under Public Private Partnership (PPP) mode.

### **Status of Vocational Education in India**

According to the National Sample Survey Data 66th Round, number per 1000 for age group 15-19 who received vocational training was 44 and even in this only 14 received formal vocational training and the rest fell in the category of non-formal vocational training. Further, it was noticed that 36% in rural areas and 24% in urban areas reported that the training was not helpful in finding a job (Government of India, 2013). The success of the scheme has not been uniform all over the country. Some States/UTs are much ahead in implementing the scheme effectively, while others are still struggling to implement the same.

According to the eleventh planning commission report, even on an international level, India shows significantly low enrolment rates compared to other countries like China, USA, Russia and Germany and the proportion youth receiving formal vocational training is only about 2 percent as compared to 60 to 96 percent in other industrialized countries (Planning Commission, 2008).

Every year, 28 million youth are being added to youth population, India is aptly referred to as a ‘young nation’. The number of youth added may be huge in number; however it is pathetic to note that only about 2.5 million vocational training seats are available in the country and to add to the woes, a meager 12.8 million person’s step up the ramps of labour market every year. Of this huge statistics, about 90 percent of employment opportunities are in need of vocational skills, which are not provided by our school and colleges.

Today finding workers who have requisite skills that will help them to fit into the work environment is a real problem. Employers are always on lookout of reliable, responsible, well trained employees with adequate skills, knowledge, good work attitude and confidence who would contribute individually and also work in groups with fellow workers to achieve the goal of the organization. In short, the work place these days requires only those who possess the new and emerging skills.

### **Importance of Vocational Skills at Secondary School Stage**

Most of the countries of the world are economically and socially well developed because of their priority on vocational skills from primary level of education. But in India, in spite of the recommendations of different commissions and committees, vocational education has not yet been successfully implemented at school level. As a result, unemployment problem is very acute. To tackle the problem of unemployment, now there is urgent need to impart vocational skill training particularly at secondary level; Need of imparting vocational skills are as follows;

- Vocational skill tries to utilize manpower to the fullest extent as it is related to life and requirements.
- To equip the person having knowledge in vocational skills is quite adjustable to technologically advanced modern society.
- Vocational skill increases productivity which leads to economic prosperity of the people and the community at large.
- It supports students to move towards equitable sharing of benefits of the economic development and social justice.
- It helps to prepare not only high skilled technicians, but also skilled men to work in farms, factories, trade centers and commercial establishments.
- It utilizes the material resources and human resources of the nation to an optimum extent.
- It reduces and eliminates frustration among the youth resulting from non-productive and aimless education offered at present.

### **Vocational Curriculum at Secondary Stage**

The curriculum of vocation should be able to provide for the learner, all the necessary educational services regardless of their geographical location, gender, learning abilities or socio-economic status. Taking into account the interest and strength, vocational subjects should separate for boys and girls.

Some important vocational skill subjects that will make our students efficient and employable are as follows;

- **Leather Work-** Students get training in preparing different things from leather such as bag, purse, shoe etc. These products have more demand in present society.
- **Basketry** -This skill involves in making basket from bamboo and cane.
- **Repairing of Watches-** Training in watch repairing skill may help a person to develop his independent business by opening a watch shop after completion of training.
- **Food and Nutrition-** This involves the knowledge of different types of food and the nutritious value they contain. Now people are very much conscious about their food habits. Training in food & nutrition skill may help the students to act as health counsellor/instructor. Adopting this skill they can earn better for their livelihood.
- **Small Farm Management and Rural Reconstruction-** Students will learn the management skill of handling a small farm. They are also required to get training about rural reconstruction in different aspects.
- **Textile Design** – It is concerned with application of various new and modern designs on cotton.
- **Dress Designing and Tailoring-** Dress designing and tailoring have more demand in present society. Students should learn the new designs for making dress. They should follow the catalogue developed by expert designer.
- **Marketing and Salesmanship** – This job has been very popular at present. Most of the people like this touring job. The students get training regarding the skill of motivating the customer and selling of different products of companies.
- **Air Conditioning and Refrigerator Repairing** – Now-a-days these skills have more demand in the society. Students who will learn this skill should have mechanical aptitude. Effective training in this skill will enable to accept it as job and can earn for their livelihood.
- **Food Preservation and Processing-** Students get training in food preservation and processing. This vocational skill will prepare them to get job in food preservation and processing industries.
- **Gardening-** Presently, it is considered as a very good vocational skill for managing life. Training of gardening skills enables them to make their own kitchen garden, flower garden etc.
- **Carpentry** - Vocational skill of carpentry is important in the construction industry. Carpenters mark, measure and cut wood for building houses, bridges, roads and even factories. A student can also use his carpentry skills to build cabinet, install windows, doors and perform remodeling work etc.

- **Computer Application** - In the age of science and technology, computer has greater use. Knowledge of computer skill has been considered as a better livelihood skill. People who have computer programming skills usually excel at logic. With the ever growing use of laptops, cell phones, and other higher technical products there will always be a need for people with computer programming skill.
- **Hair Styling & Beauty** – Beauty services have high demand today. Now people are very much beauty conscious and taking the help of hair dressers, cosmetologists etc for maintaining their beauty. Minimal training in cutting of hair in different styles, messaging, spa etc can help them to become beautician and enable them to earn by opening beauty parlour.
- **Art and Craft** - Education through art will help students to get opportunity to acquire vocational skills that will serve as a foundation for advanced training in technical/vocational institutes. Through the study of art, ancient history and cultural heritage of the society can be transmitted. The artistic skills of the students also help them to improve the society in which they live. Presently art education has more demand in society. Skill of learning good art will help them to be self employed by becoming good artist in future.
- **Applied Electricity**- Training of this skill includes wiring of houses, office, multi stored buildings, business centers etc. and repairing of electrical gadgets. Training of this will help them to be electricians.

Besides, other vocational skills such as home making, typing, art and beauty, needle work can be taught to girls and boys are required to be trained in wood work, shoe making, metal work, printing, baking, metal work, leather work, textiles, sculpture, graphic design, basketry, food and nutrition, jewellery making and managing living, and many other vocations which has demand in the present society.

For training of above vocational subjects there should be well equipped workshop/ laboratory in each school. The duration of the course should last for 3 years and thereafter they will appear test of the trade. After successful completion students will be awarded certificates. Using that certificate some may get job in government or private sector or may do their own business.

#### **Vocational Training Seeks to help Students to Develop the following Skills;**

- Skills and attitude associated with their chosen vocation.
- Developing entrepreneurial skills that will be useful for establishing small scale industries.
- Develop the capacity for handling and using tools and materials for production.
- Develop creative way for producing and judging the quality of products.
- Developing the knowledge of marketing of the products.
- Comprehensive vocational assessment and the development of core vocational skills.
- Career exploration and exposure to career opportunities.
- Training designed to improve job-seeking skills and work-place basic skills.

#### **Problems**

Our state is facing a lot of problems in introducing vocational education. These are described as follows;

- Deficiency of technical personnel to train pupils in suitable vocations and lack of well equipped laboratories and workshops.
- Due to paucity of funds neither the government nor the private managements are able to bear the cost of this programme.
- Lack of tools and materials contribute to ineffective teaching and learning of vocational skills which may result in low skill acquisition.
- Lack of working space for both teacher and students.
- At present, the quality of training is low due to undue emphasis on theory and certification rather than acquisition of skills and proficiency testing.
- Absence of long-term commitment from the Central Government and inadequate monitoring.
- Lack or absence of regular teachers and their training/retraining, insufficient financial allocation.

### **Suggestions for Improvement of Vocational Skills**

Following suggestions can be taken into account for implementing and improving vocational skills for students;

- A large number of schools should be opened in both rural and urban areas.
- Vocational subject to be chosen taking into account the needs of present society and students.
- Ample facilities should be made available to drag the cart of the vocational programme ahead. Physical facilities, trained personnel, requisite laboratories and essential materials are to be made available for institutions.
- It is essential to organize pre-service and in-service training programme for teachers. Workshops and seminars also should be organized on different vocational subjects at regional, state and national level for teachers.
- Training manuals and other learning materials would be distributed free of cost to the vocational students.
- Sufficient number of text books, reference books, audio-visual equipments etc, to be prepared well in advance so that there will be no difficulty for students and teachers.
- The vocational skills acquired by students should be properly evaluated so that quality of vocational education can be maintained.
- Appointment of trained vocational education teachers and necessary financial assistance should be made to the vocational /technical departments.
- Sewing machines, books, and other equipments should be sufficient for the students.
- The existing scheme should be strengthened by involving industries through memorandums of understanding.
- The syllabi of vocational subjects should be updated on a regular basis to keep pace with changes in technology. This is especially relevant in trades like food processing, dairy technology, leather and tanning technology, etc.
- Teacher has to create interest and to motivate the students towards different vocations and will inform them about the utility of these in their life.
- Teacher should invite experts of different vocational subjects to deliver lessons in different theory and practical classes to improve students' outlook and experience in vocation.
- Vocational skills training must be interactive and should be more practical oriented.
- Study tours for students should be organized to different factories, industries, workshops and some important cities of handicrafts to enhance students' practical knowledge in subject.
- There should be regular exchange of ideas/skills among vocational education teachers, master craftsmen and trainees.

### **Conclusion**

Training of vocational skill at secondary level can help students in reducing redundancy, frustration and negative attitudes that are normally associated with unemployment. Students should learn both theory and practical skills and economic relevance of the skills for employment purposes. Vocational skill will also empower students and can act as an agent of social transformation. Effective implementation of the above suggestions can help to enhance the quality of school education. Moreover, strong commitment and sufficient financial help by the government to run the programme and co-operation of all concerned will certainly bring success to the programme.

### **References**

- Aggarwal, J. C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House Pvt. Ltd.: New Delhi.
- Ali, M. (1999). *Dr Jakir Hussain Ka Shiksha Darshan*. Arun Publication House: Delhi.
- Chandra, S.S & Sharma, K.R. (2004). *Sociology of Education*. Atlantic Publishers and Distributors: New Delhi.
- CRRID (1985). *Education in India: Policies Planning and Implementation*. Centre for Research in Rural and Industrial Development: India.
- Ghosh, S. C. (2000). *The History of Education in Modern India*. Orient Longman: New Delhi.

- GOI .(1966).*Education and National Development: Report of the Education Commission, 1964-66*, New Delhi, NCERT.
- GOI. (1968) National Policy on Education, 1968, available at [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE.1968.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE.1968.pdf).
- GOI (1986).*National Policy on Education, 1986*, New Delhi: Ministry of Education.
- GOI (1992). National Policy on Education 1986 as modified in 1992. New Delhi: Ministry of Human Resource Development, Available at [http://mhrd.gov.in/sites/upload\\_files/NPE-mod92.pdf](http://mhrd.gov.in/sites/upload_files/NPE-mod92.pdf).
- Gore, M.S. (1995). *Indian Education: Structure and Process*. Rawat Publications: Jaipur, India.
- Kumar, A. (1991). *Current Trends in Indian Education*. Ashish Publishing House: New Delhi.
- Report of the Working Group on Vocationalisation. (1978). Ministry of Education & Social Welfare, New Delhi.

---

## VOCATIONAL EDUCATION AND SKILL DEVELOPMENT

---

Akash Ranjan, Ph.D. Research Scholar, Department of Education, Patna University

### *Abstract*

*Vocational education is based on occupation and employment and it is the need of the hour for every country to have strong vocational education system. It can be defined as skilled based education. Vocational education helps in economic growth. The Indian education system recognizes the role of education and particularly vocational education. The National Council for Vocational Training (NCVT), an advisory body, was set up by the Government of India plays its important role in implementation of vocational education in India. Although there are many areas in which India is facing problems in vocational education implementation. Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labor market for the first time (12.8 million annually), those employed in the organized sector (26.0 million) and those working in the unorganized sector (433 million) in 2013-14. The current capacity of the skill development programs is 3.1 million. India has set a target of skilling 500 million people by 2022. This article throws light upon scope, problem areas and government role in vocational education implementation in Bihar.*

**Keywords:** Vocational education, Skill development, Intellectual resources, occupation, skilled, economic growth, advisory body, implementation.

---

### **Introduction**

Vocational Education can be defined as the education that is based on occupation and employment. It is also known as career and technical education (CTE) or technical and vocational education and training (TVET). It prepares people for specific trades, crafts and careers at various levels in all spheres of life. It involves various practical activities. It is sometimes referred as technical education because the trainee directly develops expertise in a particular group of techniques. It is related to the age-old apprenticeship system of learning. In other words Vocational Education may be classified as teaching procedural knowledge. It consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities. It is education within vocational schools that prepares people for a specific trade. It directly develops expertise in techniques related to technology, skill and scientific technique to span all aspects of the trade. As the proportion of working age group of 15-59 years will be increasing steadily, India has the advantage of demographic dividend; through appropriate skill development efforts would provide an opportunity to achieve Inclusion and productivity within the country and also a reduction in the global skill Shortages. Large scale skill development is thus an imminent imperative. Major challenge of skill development initiatives is also to address the needs of huge population by providing skills in order to make them employable and help them secure “decent work.” Skill development for persons working in the unorganized sector is a key strategy in that direction. This will also inculcate dignity of labour and create greater awareness towards environmental, safety and health concerns. Planned development of skills must be underpinned by which is both comprehensive as well as national in character. A national policy response is, therefore, needed to

guide the skill development strategies and coordinated action by all stake holders. It is also important that the policies of skill development be linked to policies in the economy. Skill development will help actualize this potential. Development and articulation of a national policy on skill development is a matter of priority.

### **Need of Vocational Education**

Vocational, or skills-based, education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. Vocational Education and Training (VET) is an important element of the nation's education initiative. Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. The other is employment generation and sustainability. If you know exactly what you want to do in your career and it requires practical skills, then vocational learning is important. It could be hospitality and tourism, retail management, software development or interior design. There are literally thousands of skills based training options out there. In today's technical world, even an engineering graduate is supposed to have some technical skills apart from the degree possessed by him or her i.e. in the form of certification etc.

### **Vocational Training in India**

In India, we believe that education is the key to the task of nation-building. It is also a well-accepted fact that providing the right knowledge and skills to the youth can ensure the overall national progress and economic growth. The Indian education system recognizes the role of education and particularly Vocational Education. Vocational training in India is provided on a full-time as well as part-time basis. Full-time programs are generally offered through I.T.I.s Industrial training institutes. The nodal agency for granting the recognition to the I.T.I.s is NCVT, which is under the Ministry of Labour, Govt. of India. Part-time programs are offered through state technical education boards or universities who also offer full-time courses. The technical and vocational education and training system (TVET) in India develops human resource through a three-tier system: Graduate and post-graduate level specialists (e.g. IITs, NITs, and engineering colleges) trained as engineers and technologists. Diploma-level graduates who are trained at Polytechnics as technicians and supervisors. Certificate-level for higher secondary students in the vocational stream and craft people trained in ITIs as well as through formal apprenticeships as semiskilled and skilled workers.

### **Vocational Higher Secondary schools are under MHRD in India**

This need to be made strong as this is the base of Vocational Education. Through, the study of the prevalent Vocational Education System in India the following problem areas have been identified

1. There is a high drop-out rate at Secondary level.
2. Vocational Education is presently offered at Grade 11, 12th.
3. Private & Industry Participation is lacking.
4. Less number of Vocational Institutes in the country.
5. Not adequate number of trained faculty.
6. Vocationalization at all levels has not been successful.
7. Lacking of new sectors of vocational education and skills training.
8. Acute shortage of skilled instructors and teachers in the country.
9. Lack of opportunities for continuous skill up-gradation.
10. Current education system is non-responsive to the skill demands of the existing and future industry, leading to a supply-demand gap on various counts.
11. Outside the school system, relevant vocational training centers are ill-equipped to handle the demand and are accessible to only a selected number of students who have passed at least level 10 and 10+.
12. Huge demand-supply skill gap. 90% of the jobs in India are "skill based"; entailing the requirement of vocational training. It is estimated that only 5% of the youth in India are vocationally trained.

13. Most of the Vocational Education Training Institutes are characterized by structurally rigid and outdated centralized syllabi that do not have much sync with the prevailing market conditions.
14. Absence of monitoring committee. Apart from that However there is a lot of variation among the various programs in terms of duration, target group, entry qualifications, testing and certification, curriculum, etc. which has resulted in problems related to recognition of qualifications, equivalence and vertical mobility.

### **Government Role**

In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the technical fields, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken a number of important initiatives in this area. To stimulate and support reforms in skills development and to facilitate nationally standardized and acceptable, international comparability of qualifications, a “National Vocational Qualifications Framework” is being established by the Central Government. Central Advisory Board of Education (CABE) has resolved to set up an inter-ministerial group which would also include representatives of State Governments to develop guidelines for such a National Framework.

### **A Task of Skill Development has many Challenges which include**

- a) Increasing capacity & capability of existing system to ensure equitable access to all.
- b) Promoting lifelong learning, maintaining quality and relevance, according to changing requirement particularly of emerging knowledge economy.
- c) Creating effective convergence between school education, various skill development Efforts of government and between government and Private Sector initiative.
- d) Capacity building of institutions for planning, quality assurance and involvement of Stake holders.
- e) Creating institutional mechanism for research development quality assurance, Examinations & certification, affiliations and accreditation.
- f) Increasing participation of stakeholders, mobilizing adequate investment for financing skill development, attaining sustainability by strengthening physical and Intellectual resources, Economic, employment and social development arenas.

### **Vision for the National Skill Development Initiative in India;**

**V1) Scale of ambition:** At present the capacity of skill development in India is around 3.1 million Persons per year. The 11th Five Year Plan envisions an increase in that Capacity to 15 million annually. India has target of creating 500 million skilled workers by 2022. Thus, there is a need for increasing capacity and capability of skill development programs.

**V2) High inclusivity:** The skill development initiatives will harness inclusivity and Reduce divisions such as male/female, rural/urban, organized/unorganized employment And traditional/contemporary workplace.

**V3) Dynamic and demand-based system planning:** The skill development initiatives Support the supply of trained workers who are adjustable dynamically to the changing Demands of employment and technologies. This policy will promote excellence and will Meet the requirements of knowledge economy.

**V4) Choice, competition and accountability:** The skill development initiative does not discriminate between private or public delivery and places importance on outcomes, users’ choice and competition among training providers and their accountability.

**V5) Policy coordination and coherence:** The skill development initiatives support Employment generation, economic growth and social development processes. Skill Development policy will be an integral part of comprehensive economic, labor and Social policies and programs. A framework for better coordination among various Ministries, States, industry and other stakeholders will be established.

### **The Following Operational Strategies should be Adopted;**

**S1) Folding the future in:** If we start from our current position, we are likely to extrapolate. Folding the future in allows us to innovate. Innovation is, therefore, an important element of the strategy.

**S2) Skills framework must move to a system of equivalence to diplomas /degrees:** National Vocational Qualification Framework (NVQF) will be created with an open/flexible system which will permit individuals to accumulate their knowledge and skills, and convert them through testing and certification into higher diplomas and degrees. NVQF will provide Quality assured various learning pathways having standards, comparable with any international qualification framework. NVQF will support lifelong learning, continuous up gradation of skills and knowledge.

**S3) Skills must be bankable:** The process of skill acquisition especially for the poor and needy persons will be made bankable. The effort would be to complement public investment with institutional/ bank finance.

**S4) Co-created solutions and forging partnerships:** We have to accept a very asymmetric India as a starting point. Partnerships will be consciously promoted between Government, industry, local governments, civil society institutions and all potential skill providers. Institutional mechanism and standing platforms will be created to ensure sustainability.

**S5) Game-changing delivery/innovation:** Availability of public institutions above the high School level, after class hours for skill development by the Private Sector, without disturbing the normal working, will be explored. Necessary regulations would be brought in by the local management authority of the particular educational institution.

#### **Core Operating Principles;**

**C1) Government financial support must complement private investment:** The Central Ministries must focus on areas where private investment in skilled development is unlikely to be available or forthcoming. The Government would aim at useful public-private partnerships.

**C2) States as key actors:** The States being the key actors in Skill Development would set up overarching integrated framework for action for Skill Development through State level Skill Development Missions.

**C3) Deployment of funds:** The funds would be deployed more for activities than for buildings and other hard assets. However, up gradation of machinery and equipment, teaching and learning aids will be a continuous process. Creation of infrastructure in latest technology, need based new initiatives, creation of infrastructure in rural, remote and difficult areas will continue.

**C4) Focus of modular courses, open architecture and short term courses:** With fast changing skills in the labour market, focus would be on short, relevant and effective courses that would get candidates into the workplace. They will be welded through NVQF to maintain dynamism and open to feedback.

**C5) Separate financing from delivery:** Today Government funds are only available for government delivery. National Skill Development Corporation will support private skill development initiatives.

#### **Following financing options will be explored:**

**a) Link financing to outcomes:** Today public and private training is financed largely on inputs viz. number of courses, number of students, faculty, etc. Efforts would be made to move towards Government financing linked to placement ratios and outcomes.

**b) Focus funding on candidates:** The focus would be on funding the candidates rather opportunities and also about support schemes that enable them to participate in training.

**c)** In addition to vocational skills, the provision of soft (or life) skills – including basic literacy, numeracy, occupational safety and health, hygiene, basic labour rights, team work and confidence building – will be made as an integral component of the curricula. This will also help in empowerment of vulnerable groups.

#### **Vocational Training for Women;**

Skill development for employability will be used as an agent of change in promoting women's employment. Women face a multitude of barriers in accessing skills and productive employment, remaining on the job due to effect of globalization or and advancing to higher level jobs, as well as returning to the labour market after a period of absence spent, for example, in raising children.

**a)** A policy of non-discrimination will be pursued vigorously to provide equal access for women to skill development and employment.

**b)** This Policy will aim to raise women's participation to at least 30% by the end of the 11th Plan.

**c)** Proactive measures that overcome barriers and facilitate participation, such as hostels for women, scholarships, transport, training materials and loans, will be made available on a large scale.



**d)** The Women's Vocational Training Program will be expanded and the institutional network providing training facilities exclusively for women, so that they can obtain skills with high wage and self-employment potential will be greatly expanded.

**e)** In order to promote skills and employability of women, the sectors which employ a large number of women will be identified. These may include construction; home based traditional crafts or piece rate work, financial and health service as well as agricultural sectors.

**f)** Gender stereotyping in vocational courses will be eliminated to encourage women's participation in nontraditional occupations, including existing and emerging technological fields.

**Rural, Border, Hilly and Difficult Areas and Regional Imbalance in Opportunities;**

**a)** Infrastructure and programs for skill development are particularly scarce in rural and difficult areas and thus the problem of access to training is most acute in these areas. Specially the women are increasingly the main workers in rural households, as their husbands migrate but often equipped with only traditional and outdated skills and knowledge.

**b)** Skill development in rural areas contributes to improve productivity and working conditions in the agricultural sector while at the same time enabling rural workers, particularly young people, to access emerging employment opportunities beyond the agricultural sector.

**c)** The outreach and quality of skill development in rural areas will be improved so as to enable rural workers to acquire and upgrade technologies; improve linkages to value chains; increase agricultural production; expand access to market and engage in off-farm activities which can generate supplemental income.

**d)** In view of the limited training infrastructure, a range of infrastructure facilities, including schools, community centers and local government buildings, will be utilized as training venues. Institutes for entrepreneurship training such as Rural Development & Self-employment Training Institutes (RUDSETI) will be further promoted. The Government itself will set up public institutions and will also promote the establishment of private sector training institutions through a package of suitably designed incentives such as provision of land and financial assistance.

**Disadvantaged Groups: Scheduled Castes, Scheduled Tribes, and Other Backward Classes;**

**a)** The reservations applicable to these groups will be strictly enforced, with appropriate gender composition.

**b)** Existing schemes for benefitting these groups will be reviewed, strengthened and made more effective.

**c)** Efforts will be made to mobilize capabilities and expertise of civil society.

**Conclusion;**

This descriptive paper aims to study and understand the importance and impact of The Vocational Education and skill Development on the Indian Economy. This research paper also put light on the challenges in Indian economy regarding the basic education and skill development. Vocational Education strengthens any country's employment and same way its economy. India being a developing world has come a long way to enhance and implement Vocational Education.

**References;**

1. [www.businessindiatoday.intoday.in](http://www.businessindiatoday.intoday.in)
2. [www.economywatch.com](http://www.economywatch.com)
3. India today magazine.
4. [www.businessdictionary.com](http://www.businessdictionary.com)
5. Ministry of labour and employment Magazine.
6. B-ABLE, Retrieved on 07-11-2015.
7. Department of School Education and Literacy, Retrieved on 07-11-2015.
8. India Education Review, Retrieved on 08-11-2015.
9. Preservative Articles, Retrieved on 08-11-2015.
10. Study Link, Retrieved on 07-11-2015.
11. S&T Human Resources, Retrieved on 08-11-2015.
12. Wikipedia, Retrieved on 07-11-2015.

## **INTEGRATING AND INCULCATING VOCATIONAL SKILLS IN SCHOOL EDUCATION: KISS A ROLE MODEL IN THE MODERN EDUCATION SECTOR**

---

Rashmi Ranjan Puhan and Lakshmi Priya Malla, KISS, Bhubaneswar

### **Abstract**

*The present study explores the ongoing practices and innovative ideas of Kalinga Institute of Social Sciences (A home for 25,000 disadvantaged group of children) to define reform efforts aimed at integrating academic and vocational education within the campus in particular and in the sector of education in general. It describes how the institution has attempted to implement integration reforms through different vocational based education and examines the implications in the form of vocational/skill development experiences in the campus. To prove the above objectives three research questions were established along with same number of objectives and Focus of the questions was to examine different vocational trade practices and its significance in the present day context along with its impact on their skill development and making them self reliance after education was also aimed to explore in research questions. The qualitative methodology (Interviews, documents analysis and observation) are used. Research findings show that there are some items that can be adopted as the Guidelines for different govt. and non govt. schools as it is one of the best international based practices in integrating vocational education in school education especially for the vocational streamed school. It is also found that, it is helping the students for making them self reliant after completion of their education and meet the basic requirements and improved their economic condition.*

**Key Words:** Integration and Inculcation, Vocational Skills, School Education, KISS and Role Model

---

### **Introduction**

Kalinga Institute of Social Sciences is the largest tribal residential institution where there are 25000 children from 62 tribes, and 60 per cent of them are tribal girls. The campus sprawls out over 80 acres and the built up area is a whopping 10,00,000 square feet. The library alone occupies 15,000 square feet and holds over more than 30,000 titles. This makes it the largest residential tribal institution in the world. KISS provides accommodation, food, healthcare, education, vocational training absolutely free. To top this, there is job assurance once the education is complete. It is one of the role model and front runner in the modern education age to implement and integrate the new and innovative vocational ideas in the school education. The role of education in facilitating social and economic progress has long been recognized not only in the country's education system but also it is really practising at KISS. At KISS education improves functional and analytical ability of the tribal students and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods of the tribal which helps them to be a part of mainstream. A better educated labour force is essential if we are to meet the labour supply requirements of faster growth. So here education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life.

Skills and knowledge are the engines of economic growth and social development of any country which is proved also. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. India is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people to create, share and use knowledge more effectively which is emphasized in KISS and provided the skills and competencies accordingly to the most disadvantaged group of students. This transition will require India to develop workers (especially rural tribal areas people) into knowledge workers who will be more flexible, analytical, and adaptable and multi skilled. In the new knowledge economy the skill sets will include professional, managerial, operational, and behavioural, inter personal and inter functional skills.

As education is the means for bringing socio- economic transformation in a society, various measures are being taken to enhance the access of education to the marginalized sections of the society. In this juncture KISS is really fulfilling the aims of our country through education with integrating vocational skills. To achieve these goals, India needs flexible education and training system that will provide the foundation for learning, secondary and tertiary education and to develop

required competencies as means of achieving lifelong learning which is now already practising in the institution.

### **Present Technical and Vocational Education System in India: An Overview**

Technical and Vocational Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. The term Technical Education and Vocational Training are sometimes used synonymously. However, as per present practice, the term TE refers to post secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. The term VT refers to lower level education and training for the population of skilled or semi-skilled workers in various trades and it does not enhance their level with respect to general education.

The main agencies involved in TVET policy formulation and its implementation include:

#### **Central Government**

- National Skills Development Council
- Ministry of Human Resource Development
- Department of School Education and Literacy (for TVET programmes in senior secondary schools)
- Department of Higher Education (for Technical Education)
- Ministry of Labour and Employment, Directorate General of Employment and Training (for Vocational Training)
- There are some other 20 Central Ministries and Departments which have running some small TVET programmes.

#### **Review of Related Studies**

We can better understand the importance of integration of vocational skills in the school education with the following literature which is already proved by many researchers like: **Paryono & Quito (2010)** In the area of vocational education and training (VET), the integration of ICT is not only an option but also a necessity for making the education process more attractive, **Jawarneh, El-Hersh & Khazaleh 2007; Moreno, Helenius & Jarmo (2001)**: Integration of ICT into vocational instruction can provide schools with potential access to the world of work outside of the school, **UNESCO, (2005, p. 7)**: Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. **Lauglo, (2004)**: In the context of school education, we need to consider adapting the currently academic-focused curricula to embrace vocational or practical subjects — “vocationalisation” — so that students have more options but we must do so without closing the doors to traditional academic options. **Msisika, (1994)** in which he argued that vocationalisation should not be relied upon as a solution to youth unemployment, and that the costs of such a programme could be difficult to justify in a relatively poor country such as Malawi. He also expressed concern that job markets can change rapidly and without warning, and that this makes it impossible for schools to fully prepare — that is, train — their students for the world of work. In short, in his opinion vocational training is a specialist area that should be undertaken by specialist institutions rather than by general education institutions. **Pavlova & Maclean, (2006)**: Another significant difference is that, in developing countries, the overwhelming majority of workers are employed in the unorganized sector and self-employed, or are workers and apprentices in micro-enterprises, unpaid family workers, casual laborers, home-based workers, peripatetic workers and migrant laborers, out-of-school youth and adults in need of relevant job skills, farmers and artisans in rural areas. **Lewin, (2006)**.: Access to and successful completion of secondary schooling are critical for survival and success in most developing countries; if national pools of talent are to be fully accessed, equality of educational opportunities must improve to enable social mobility. Similarly, competitiveness, especially in high-value-added and knowledge-based sectors of the economy, depends on knowledge, skills and competencies associated with abstract reasoning, analysis, language and communication skills, and the application of science and technology — all of which are most efficiently acquired through secondary schooling. The findings of a 2007 UNICEF Regional Study on Education in Central and Eastern Europe and the Commonwealth of Independent States (**UNICEF, 2007**) and lessons learned in reforming vocational education are almost universal, making them relevant to the current study.

### **Rationale of the Study**

While high-quality pre-primary, primary, secondary, higher and vocational education and training are basic necessity to a country's success in the present day context, in a rapidly changing world lifelong learning has to be a national priority as well as it is one of the primary goal of KISS because it is the key to continued employment, entrepreneurship, economic success and enabling people in general tribal group of child in particular to participate fully in society as empowered citizens. Vocational education, skills and training are therefore crucial to the KISS broader education agenda and essential to the development of a knowledge society, economy and democracy of the tribal people. Despite this unequivocal acceptance of the need, despite much debate and even more discussion, if it has yet to take firm root and if all countries cannot claim adequate success within the time frames needed, we should be challenged to ask ourselves why this is so. Why is it that vocational education, skills and training continue to be perceived as an inferior option to academic education in our country, even if the latter at times is nothing more than a paper chase giving rise to the problem of not just the educated unemployed but the bigger problem of the educated unemployable in our tribal society particularly? Answers to this vexing question should help us make that most important shift in perception of vocational education, skills and training from prejudice to pride.

Let us therefore consider the outcome of vocational and skills training that we are focusing on today at KISS which is to empowering particularly tribal citizens. A citizen's life is not lived in isolation but in the midst of society, which unhappily is unequal if we critically analyze the real scenario of tribal's in our country and state. There will, therefore, always be significant areas where a citizen must confront the challenges that an unequal society presents. Regretfully, in a world that is divided, an unequal society compromises the basic dignity of the human person to live life abundantly, which is grounded in human freedom and realized and protected in relationships with others. Empowerment of tribal's must therefore be integral and include increasing the physical, spiritual, emotional, aspirational, political, social, educational, gender and economic strength of individuals and communities. This involves developing confidence in their own capacities, and what better than enhancing personal skills? So here one of the front runner providing proper vocational skills along with proper blending of academic subjects to the tribal's need to be analysis in front of the educated masses which will definitely help the policy maker to start this type of model which will enable the students of our country in a long run. So here the following issues are in hand for the discussion:

#### **Issues in Hand**

*Following are the issues or research questions upon which the analysis will be based on:*

1. Whether the integration of vocational education and academic curricula solving the pre-fixed objectives to achieve some new skill?
2. What are different vocational skills are inculcated within the tribal students?
3. Whether the integrated curricula have any impact on their economic sufficiency?

#### **Objectives of the study**

*The present study addressed with the following objectives:*

1. To study the integration of vocational education and academic curricula at KISS and its worth for the tribal's.
2. To highlight different vocational skills inculcated at KISS within the students.
3. To examine its impact on the tribal children after education for their economic development.

#### **Methodology**

Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to highlight, measure the impact and effectiveness of integration curricula of KISS and its different policies and issues with regarding to the tribal employment and education, Also the problems and its eradication from the root.

#### **Secondary Data Collection**

The sources of secondary data are the published and unpublished reports. Data from secondary sources were gathered from books, articles, journals, published reports, and Government documents.

Quantitative information with regard to current impact, issues on integrated curriculum and policies and issues on tribal employment and vocational education in the schools.

## **Discussion**

### **Why Integrate Academic and Vocational Curriculum?**

Indigenous tribal people make up around 370 million of the world's population; they constitute around one third of the world's 900 million extremely rural poor people. Everyday indigenous all over the world face issues of violence and brutality due to their economic insufficiency which impacts of our large scale development. As far as Odisha is concerned, indigenous people constitute 22.13 percent of Odisha's population, where chronic poverty, severe poverty and multidimensional deprivation characterize several parts. Despite being endowed with vast human and natural resources and achieving substantial progress in many areas during the past more than 60 years of planned development strategies, Odisha has continued to be one of the poorest states in India plagued by acute and persistent poverty. Consequently a discourse on these issues becomes pertinent at this particular juncture, so here according to the above problem the institution tried to solve the issues like Skill development, economic development of poorest people, mixed them with main stream etc. Are the key agendas before integrating both the curriculum one in the campus? In the institution the basic objectives of integrating the vocational skills with academic curriculum is based on the following major two principles

1. Integration must be guided by one central purpose: to increase student achievement.
2. Well conceived and effectively delivered, integrated instruction can benefit any student in the future for their economic sufficiency.

The intense focus of KISS on raising academic standards, increasing high school graduation requirements, and improving post secondary completion rates indicates that schools and side by side providing one of the interested vocational skill which will help himself for self reliance in future. But force-feeding a traditional academic curriculum to all students is not likely to produce the desired result which is practiced already by KISS and developed the blended curriculum for better result for the tribal. There is increasing evidence that many students are able to master much higher levels of knowledge and skill when educators pay more careful attention to the wide range of student learning styles and modify instruction to accommodate them. Therefore, in addition to standards, new instructional strategies must also be developed.

Providing a program of integrated academic and vocational curriculum in the institution offers one promising alternative to both teachers and tribal students. At all times, however, integration must be guided by one central purpose at KISS: to increase student achievement. The integration also offers teachers an important tool for raising the achievement of underperforming students. In short, when well conceived and effectively delivered, integrated instruction can benefit any student. This is, in fact, one of its great advantages over other instructional strategies that depend on segregating students by ability. What, then, are some of the key ingredients for practicing integration effectively? Another objective of blending the present curriculum is in a highly competitive, multicultural workplace, integrated skills and personal qualities are in great demand. Technical innovations have altered the way work is performed and new management processes have changed the way people perform it. School-to-work and tech prep legislation calls for school reforms that will prepare students with the academic, technical, adaptive, and interactive skills they will need in this changing workplace. Rather than being in competition with academic and vocational integration, school-to-work and tech prep programs provide ways to enhance it.

### **What are Different Vocational Skills are Inculcated?**

With keeping in view of the above need he emphasized following need based vocational various trades according to the need and interest of the students as well as current society. KISS introduces a large scale and different vocational based education like: Computer Training, Composite Farming, Food Processing, Animal Husbandry, Art and Craft, Tailoring, Appliqué, Making soft toys, Chemical works (phenyl, hand wash, dish wash etc.), Recycle Paper, Painting, Photo Framing, Incense Sticks, Food processing and preservation, Medical Attendant, Security Guard Training, Bakery, Pisciculture, Driving, Mineral water processing etc..

With a huge scale with the principle like at least one vocational course is necessary for everyone. KISS introduces different vocational education because vocational education link with

productivity economic development and individual productivity. It is designed to impart necessary occupation skills among the tribal student to mould them in to successful and make them fit in to job market along with prove themselves one of the major stake holder in the process of national development. Also one of the main aims of this institution is that when the completion of the study they involved in any vocation for the maintaining livelihood.

Along with above many vocational and skill based education many different programmes are also integrated within their curriculum for their sustainable development. The programmes like: Micro-English access programme, Employment based education, Life skill education, Language Education (with Language Lab) and Multi-lingual Education.

### **Whether there any Impact on their Economic Sufficiency?**

First of all it provides Vocational and Technological Education at the junction of two fundamental citizen rights: the right to education and the right to labour, which, in article 247 of the Constitution, are mentioned as the right to professionalization. So here some impacts are highlighted those we perceive and found from the tribal people areas after their completion of their education from the institute like:

1. It equips the tribal student with the skills they need for entering the job market, which ultimately changing their past economic scenario.
2. Tribal Youths are the most vibrant and dynamic segment as well as potentially most valuable human resource of our country, after they are getting training from the institution; they are maintaining a healthy life in their village.
3. Skill development initiatives of KISS support employment generation, economic growth and social development process of the tribal people, Skill development policy also an integral part of comprehensive economic, labour and social development of the tribal people.
4. It helps for improving crop productivity which is changing their living standards of the tribal people.
5. The programme also strengthening competitiveness of the country in the labour market and which enables the sustainable development of country and them also.
6. Develop a high-quality skilled tribal workforce/entrepreneur relevant to current and emerging employment market needs.
7. One of the major feature of KISS that 60% are women in the institute, so the programme trained women in marketable trades and also to upgrade their skills for getting remunerative employment opportunities.
8. The vocational programme make the effects on organize women into effective Self Help Groups and producing their different home based products, which develop their participation in the economic change and sustainable development.
9. It provides an alternative for those who had entered higher education but had no real idea about what they planned to do afterwards.
10. It releases the persons' power and energy to act, shackles in the way of his authentic self development; self-reliant and self-confident in their life.
11. It takes him beyond the mechanical or technical mastery of a written word to quality of consciousness, critical reflectiveness, and a changed awareness and perception of his existential situation.
12. The programme not only helps the tribal children to enhance their technical knowledge and vocational skills necessary industrial sector but also it helps them for agricultural, industrial, commercial sector, which leads to their economic development.
13. Through this programme KISS provides training and necessary skills leading to the production of craftsmen, technicians and other Skilled personnel at a large scale to the tribal's, so many of them are enterprising and self reliant along with providing work to their poorest villagers.

### **Findings of the Study**

Along with the above developmental condition and points here some of another needful points are also necessary to highlight to enhance the worthiness of the particular programme at KISS

1. The students act pragmatically in accordance to the motivation they receive from the programme and other staff of their educational system.

2. Here at KISS which Vocational Education provided to the tribal's is not merely training, but the development of abilities in order to articulate, mobilize and put knowledge contents, skills and values into action for their betterment of their life.
3. After the education they are getting better employment prospects and increased ability to retain the current job and opportunities.
4. One of the interesting finding of the study that it reductions in crime in the areas, as we know many crimes are occurring in the tribal areas due to their economic insufficiency and literacy, so it's obvious to reduce the level of crime in the areas.
5. It develop the civic competences among the tribal's after their economic and literacy change
6. Now better functioning democracies in the areas after they developed in many sectors
7. Better health especially as far as mental disorders are concerned, lower mortality among elderly people and improved health-related behaviour of the tribal
8. Not only change occurs on above areas but also changes clearly states their benefits in the areas like, higher wages, better job prospects, greater self-confidence, better health longevity, better parenting, higher education of children, lower mortality.

### **Conclusion**

In conclusion, vocational technical education systems are dynamic in nature. The challenges and opportunities are unique. The key issue today is how to build a responsive vocational system in time for the future. While there are more differences than similarities, the overall educational goals, concerns and issues are the same. However, from the international perspective, there is no one ideal system that will suit the needs or aspirations of all countries. The systems are often shaped by the economic, social and cultural conditions of the local community. *“Education is the key to development, then vocational training is the master key that will open the doors to employment opportunities, sustainable livelihoods and self-reliance—and close the doors to adversities”*. Vocational Courses have already been offered in several secondary schools as a pilot test although not consistently across the India. There is a continuing need for all people or stakeholders to collaborate in introducing quality vocational training programmes in secondary schools across the region. Collaboration is needed between the countries that are in the process of strengthening these programmes and countries that are already running successful TVET courses in their secondary schools like KISS.

### **References**

- Hittleman, D. R. And Simon, A. J. (1997). *Interpreting Educational Research: An Introduction for Consumers of Research*, Prentice-Hall, Inc. New Jersey.
- Jawarneh, TY, El-Hersh, AH & Khazaleh, TM (2007). *“Vocational education teachers’ adoption of information and communications technology”*, Umm Al-Qura University Journal of Educational & Social Sciences & Humanities, vol. 19, no. 2, pp. 11-56.
- Lauglo, Jon. (2004). *Vocationalized secondary education revisited [draft paper]*. Available at [http://siteresources.worldbank.org/INTAFRREGTOPSEIA/Resources/paper\\_Lauglo.pdf](http://siteresources.worldbank.org/INTAFRREGTOPSEIA/Resources/paper_Lauglo.pdf)
- Lewin, Keith M. (2006). *Financing secondary education in Commonwealth countries: New challenges for policy and practice*. Available at [www.create-rpc.org/pdf\\_documents/ministerpaper.pdf](http://www.create-rpc.org/pdf_documents/ministerpaper.pdf)
- Msiska, F. G. W. (1994). *Some practical limits of curriculum vocationalization as a remedy to school leavers’ unemployment: Focus on Malawi*. International Review of Education/International Zeitschrift für Erziehungswissenschaft/ Revue International de l’Education, 40(2), 135-148.
- Paryono & Quito, BG (2010). *Meta-analysis of ICT integration in vocational and technical education in southeast Asia*, SEAVERN Research Report 2009/2010, SEAVERN.
- Pavlova, Margarita, & Maclean, Rupert. (2006). *Re-skilling for all? The changing role of TVET in ageing societies of developing countries*. NCVER.
- UNESCO-UNEVOC. (2005). *Normative instruments concerning technical and vocational education*. Available at [www.unevoc.unesco.org/pubdir.php?akt=id&st=&id=UNESCO+publications+1&lg=en](http://www.unevoc.unesco.org/pubdir.php?akt=id&st=&id=UNESCO+publications+1&lg=en)
- UNESCO (2005), *Quantitative Research Methods in Educational Planning*, UNESCO International Institute for Educational Planning, Paris, France.

## **STATUS OF VOCATIONAL EDUCATION IN WEST BENGAL: CURRENT SCENARIO, KEY CHALLENGES AND NEW DIRECTIONS**

Russell Al Farabi, M.Phil Scholar, Ramakrishna Mission Sikshanamandira, Belur Matha, Howrah.  
E-mail:[russell.farabi@gmail.com](mailto:russell.farabi@gmail.com)

### **Abstract**

*Although the field of education has made progress in the past ten years, this less regulated area of the education sector - vocational training— seems to have lost its importance. This has led to the widening gap between the supply and demand for skilled manpower across various industries. This shortage of skills has translated directly into unemployment among an increasing number of graduates who pass out every year and are forced to be re-trained in order to become marketable. According to a recent study conducted by the Associated Chambers of Commerce and Industry of India (ASSOCHAM), there will be a deficit of 40 million working professionals by the year 2020 and about 41% of the employers are faced with the difficulty of filling positions because of the dearth of suitable talent and skill in their industry.*

*The lack of a formal degree and the belief that the vocational track is only suitable for people from a lesser financial background has resulted in the declining popularity of Vocational Education in Bengal. While students from a middle-class background are lured into academic pursuits and take up conventional degrees, pursuing a vocational education has remained a less-explored arena. In this paper, the author have reviewed the present status of vocational education and training programmes in West Bengal.*

**Keywords:** Skills Development, VET, Formal Education, Vertical Mobility

### **Introduction**

The Provincial Autonomy came into being in 1937 and after 1937, expansion of technical, vocational and industrial schools started in the whole of India. By 1947, the year of Independence, only 535 technical and vocational schools were in existence. This was due to extreme love for English style of living, white-collared jobs and hatred for manual work. This attitude towards technical and vocational education got changed in the Independent India.

It was well realized even at the time of the first Indian Education Commission (1882: Hunter Commission) that, "the present system is too academic to be of material help in increasing national wealth". Mudaliar Commission (1952-53) recommended fostering of manual labour and promotion of technical skill for the advancement of industry and technology.

Kothari Commission (1964-66) pointed out that the existing system of education is largely unrelated to life. In order to secure proper development, "Education must be related to productivity". Humayun Kabir was of opinion that the basis of prosperity of any nation was the Scientific and Vocational education. The examples are U.S.A., U.S.S.R., Germany and Japan. Nearly 100 years ago America was a pretty backward country. Russia, under the Czarist rule, was not reckoned among the progressive countries, but now decidedly U.S.A. and USSR are the World's Great Powers. Germany and Japan suffered tremendous losses in the World War-II. But soon they have regained on account of rich technical and vocational education.

In 1917, Sadler Commission expressed opinion that a good part of the entire education from primary to University should be vocationalised; specially secondary education should be vocationalised in a large measure. The Secondary Education Commission in their Report (1953) corroborated this concept of vocationalisation of education right at the secondary stage.

### **Evolution of Vocational Education in India**

The Education Commission (1964-66) also recommended that introduction of work-experience should be given high priority an integral part of general education and vocationalisation of education especially at the secondary level. The Commission ambitiously suggested that the work-experience may be introduced in at least 20% of schools by the end of Fourth Plan and in all the schools by the close of the Fifth Five Year Plan period.



Consequently, vocationalisation of education was to be a major thrust in educational reform during 5th Plan period. Efforts were made both at the Central and State levels to clarify the concept of work-experience. It helps in forging a link between education and productivity, which is indispensable for realizing the national goals.

Work experience was regarded as an effective tool of education for relating education to life. At one place in their Report, the Commission defined work-experience as "participation in productive work in school, in home, on a farm, in a factory or in any other productive situation". This work-experience is also very closely related to basic education; in actual practice, the productive work of basic education was restricted to indigenous craft of the village employment pattern. While suggesting the programmes of the different stages, the Commission recommended that simple hand-work might be introduced in to the lower classes of primary schools. In another NCERT Seminar on Work-I experience and Vocationalisation of Education (1974) it was concluded that work-experience is a distinct curricular areas included a body of knowledge and skills with some definite purpose i.e., developing vocational readiness and social skills among the children.

It was also felt that work-experience should be socially useful and productive manual work. The productive part could include production as related to agriculture, industry and service. Of course, the nature and standard of work will vary according to the capacity of children. In short, the programme of work-experience should be meaningful to the performer, the school and the community. The resources of the Community should be maximally utilized. The New Pattern envisages branching off from class XI and not from Class IX as is the practice today. Classes XI and XII will have two streams such as the academic stream and vocational stream; the latter making the secondary stage terminal in character for a large majority of high school leavers. If the programme of vocationalisation of secondary education to succeed, the shortcomings of 11 years diversified higher secondary system, diversification starting from class IX will have to be avoided. The students may be attracted towards vocational courses by making jobs for vocational qualifications in terms of decent pay scales and comfortable service conditions. Variety of courses related to agriculture, industry, trade and commerce and public services should be provided.

The Vocational stream would be provided. The Vocational stream would be terminal in the sense that a large number of students from this stream would be terminal in the sense that a large number of students from this stream would directly enter into the world of work. There should be provision for inter-changeability between the academic and the vocational streams and the courses should have employment potential. For Vocational Courses, School Guidance Service would be necessary with Career Masters in Schools. The aptitude and interest of pupils should be taken as major factors for choice of vocations. So provision of educational and vocational guidance is essential in higher secondary schools. The Vocational guidance programme will enable students offering vocational courses to acquire competence of high order such that they can enter the world of work with examples for others. The Government of India set up a Committee of Educationists (1977) under the Chairmanship of Ishwarbhai Patel for reviewing the 10+2 years school and the present schemes of studies keeping in view the needs of our society. The Committee in their report envisaged considerable reduction of economic load on the children. It also proposed for increased attention to the new programme of socially useful productive work, social service and co-curricular activities. Most of the recommendations have been accepted by the State Boards of Education. But various problems stand on the way of implementation of programme of vocationalisation of education.

Vocational education has been accorded high priority in the National Policy on Education, 1986. The NPE, 1986 states "The introduction of systematic, well planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization. Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity". The NPE, 1986 set the target, to cover 10% higher secondary students under vocational courses by 1990 and 25% by 1995. The POA, 1992 reset the targets of diversification of students in vocational streams at +2 level to 10% by 1995 and 25% by 2000. Consequently, a Centrally Sponsored Scheme (CSS) of Vocationalisation of Secondary Education was launched in 1988, which was implemented by the State of Himachal Pradesh. Under this scheme Vocational Education is being provided in General Schools with two years duration in

10+1 and 10+2 classes. The objectives of this scheme are (i) to provide diversification of educational opportunities so as to enhance individual employability; (ii) to reduce the mismatch between demand and supply of skilled human resource, and (iii) to provide an alternative for those pursuing higher education.

If India wants to have a competitive advantage, it needs to restructure its Vocational Education and Training (VET) system. Consequently, based on the current and futuristic requirements and keeping in mind the experiences gained and lessons learnt from the implementation of the previous scheme of vocationalisation of Secondary Education, a revised scheme is now proposed. The revised scheme echoes the ideology inherent in the Framework for Vocational Education and Training in India developed by the MHRD, 2007. The framework proposes to integrate the general academic education, vocational education, vocational training and higher education as a comprehensive system under the Indian Qualifications. The vocational education at the higher secondary stage is a part of this proposed integrated national qualification system. Thus, vocational graduates will have opportunities not only to enter the world of work through wage or Self-employment, but also can have lateral and vertical mobility in the educational system. There is a significant drop-out of students after completion of Class 10th and they do not join class 11th. These children and a certain percentage of children enrolling in Class 11th who have aptitude for vocational courses, but are compelled to pursue academic courses in the absence of any opportunity, constitute the target group under the scheme of vocational education at higher secondary level. There is evidence that countries with a strong VET system have increased their marginal productivity and lowered the unemployment rates. The relevance of vocational education has increased in the fast growing Indian economy, especially in the light of the Government's thrust on Universalisation of Secondary Education, skill development and social justice through inclusive education and training.

#### **Status of Vocational Training**

There is little capacity in vocational education in India and even that is under-utilized. The World Bank report of 2008 shows that among persons of age 15-29 only about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non-formal vocational training. The proportion of persons (15-29 years) who received formal vocational training was the highest among the unemployed. The proportion was around 3 per cent for the employed, 11 percent for the unemployed and 2 per cent for persons not in the labour force. World Bank Report suggests that the enrolment figure is less than three per cent of the students attending Grades 11-12. This implies that between 350,000 to 400,000 students are enrolled in vocational education, which works out to less than three per cent of the 14 million students or more in Grades 11 and 12, implying that less than one per cent of students who had entered Grade 1 over the last decade or so would have eventually participated in vocational education.

#### **Trends in the Labour Market**

Over the past few decades, there has been a gradual decline in the labour force market for skilled workers that do not possess higher educational degrees. Today's industrial sector demands workers to possess at least a graduate degree in addition to vocational training. A diploma holder undergoing vocational training desires vertical mobility and hits a glass ceiling after a few years. Thus, while the employers complain that the worker does not stay longer, the employee complains that he does not see growth in the current job. The net result is a decrease in demand for skilled workers with lower degrees.

#### **Current Scenario of Vocational Education in India**

There are two commonly used terms in India for the vocational education system one is vocational education and other vocational training. Vocational education is referred specifically to vocational courses offered in school at the level of class 11 and 12 under a centrally sponsored scheme termed 'Vocationalisation of Secondary Education'. Vocational training on the other hand broadly refers to certificate level craft training and is open to students who leave school after completing anywhere from class 8-12. Programmes offered under the Craftsmen Training Scheme (CTS) and operated by Industrial Training Institute (ITIs), Polytechnics and Industrial Training Centers (ITCs). This scheme falls within the purview of the Director General of Employment and Training (DGET), under the Ministry of Labour and Employment (MOLE).

The Vocational Education Program (VEP) was started in 1976-77 under the programme of Vocationalisation of Higher Secondary Education in general education institutions. The National Working Group on Vocationalisation of Education (Kulandaiswamy Committee, 1985) reviewed the Vocational Education Programme in the country and developed guidelines for the expansion of the programme. Its recommendations led to the development of the Centrally Sponsored Scheme (CSS) on Vocationalisation of Secondary Education, which started being implemented from 1988. Its purpose is to “enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education without particular interest or purpose (Mehrotra and Sacheti, 2005)”. Vocational education falls under the purview of the Ministry of Human Resources Development (MHRD). The All-India Council for Vocational Education (AICVE), under MHRD, is responsible for planning, guiding and coordinating the program at the national level. State Councils for Vocational Education (SCVE) perform similar functions at the state level. Through this scheme many courses were offered in six major disciplines:

- Agriculture (for example: veterinary pharmacist/technician; watershed management)
- Business and commerce (for example: taxation practices; stenography)
- Humanities (for example: classical dance; entrepreneurship)
- Engineering and technology (for example: lineman; cost effective building technology)
- Home science (for example: textile design; gerontology)
- Health and Para-medical skills (for example: x-ray technician; health/sanitary inspector)

National Policy on Education 1986 (NEP, 1986) and its Programme of Action (1992) aimed at diverting 10 per cent of the students at higher secondary level to the vocational stream by 1995 and 25 per cent by the year 2000. But at present 5 per cent of student choose this option. This figure far below when it is compared with other countries. This is because mainly of the conceptual problems, managerial problems and resource constraints for more than 25 years. As per the report of the Working Group for the Revision of the Centrally Sponsored Scheme of Vocationalisation of Secondary Education, NCERT, 1998, vocational education also viewed as an inferior option, it suffers from poor infrastructure, obsolete equipments, untrained or under-qualified teachers (often on part-time basis), outdated and inflexible courses, lack of vertical or lateral mobility, absence of linkage with the ‘word of work’, lack of a credible evaluation, accreditation and apprenticeship system, and finally employability. For building an effective and dynamic programme of vocational education, National Curriculum Framework 2005 (NCERT, 2005) has suggested that vocational education programme should be implemented in mission mode, involving establishment of separate Vocational Education Institutions and Centers from the level of village cluster and blocks to sub-divisional/districts, towns and metropolitan area. This also talked about providing better infrastructure at VEP centers, there should be the provision of training of teachers and VEP curriculum should be reviewed and updated from time to time to meet the challenges of a globalised economy.

The Government plans to set up an Indian Skill Development Service cadre of officers in an attempt to give more thrust to vocational education. All the officers of the Directorate General of Employment and Training (DGE&T) will be subsumed in the cadre. DGE&T officers run national and state level programmes of vocational training. One main area of operation is the countrywide network of employment exchanges and Industrial Training Institutes (ITIs).

Prime Minister Narendra Modi has asked for conversion of the employment exchanges into national career service portals that will function as hand-holding agencies for job seekers. The ITIs too are at the centre of the plans for vocational education, as the government pushes for more skilled workers for the manufacturing sector.

### **Current Scenario in West Bengal**

The Kothari Commission recommended that 50 percent of the students going for H.S. Education should be diverted to the vocational stream. In the aftermath of N.E.P. (1986-92) the national target was reset at 25 percent to be achieved by the year. But according to the findings of the Operations Research Group, which conducted an assessment on behalf of the MHRD, the figure is only 4.8 percent. Although a few states have much better record than the national average, for West Bengal the gloomy picture will be evident from the figures produced below:

*Table1: Enrolment in Vocational Stream under the West Bengal Council of Higher Secondary Education*

Year	Total (Gen. + Voc.) Enrolment	Enrolment in Vocational	Percentage
1998	3,74,136	2696	0.72
1999	3,56,190	3110	0.87
2000	3,69,971	2805	0.76
2001	3,84,466	2681	0.70
2002	3,84,408	2469	0.64

(Source: WBCHSE – Report of the School Education Committee, 2002)

The above table shows that the enrolment in vocational course in West Bengal has been not only poor, but also steadily declining.

*Table 2. Number of Government & Private ITIs/ITCs with Seating Capacities:*

Sl. No.	Name of State/UTs	Number of Govt. ITIs	Seating Capacity (Govt.)	Number of Pvt. ITCs	Seating Capacity (Pvt.)	Total ITIs/ITCs	Total Seating Capacity
1	WEST BENGAL	51	12700	22	1320	73	14020

(Source: DGET, Ministry of Labour, Govt. of India)

According to Indrani Biswas the training courses lack focus on the changing job market. As a result it was seen from various reports that the number of students is declining for long term vocational courses, mainly in ITIs. The training policy should be focused on the changing job market in order to attract young people. More autonomy needs to be provided to institutes and they should have market linked infrastructure. For publicly funded training, equity distribution is also a problem. But job creation must be done regionally, not centrally; otherwise it will create regional imbalances of trained manpower. According to NSSO report (No. 470, 55th round) about 27 per cent of the Indian urban population was migrants. It was mainly in search of jobs. Creating job opportunities regionally can help maintain the equilibrium in future days (Biswas, 2008).

Moreover funding for the public ITIs is very low compared to other countries like China and USA which have restructuring-funds, whose share goes for improvement of vocational training systems in order to achieve international quality. Things have changed in positive direction in the 11th five year plan with the introduction of the National Skill Development Mission. But it is also desirable to have mechanisms to raise funds privately for up gradation of ITIs.

ITIs must focus on low-literate youth and provide new vocational qualifications/training programmes and also on unorganized sector, otherwise it will cause long term losses. To take an example automobile industry is a technology intensive industry but most of the workshops are running without formally trained staff. Sometimes, lack of training skills may harm the delicate instrument of vehicles. A vital challenge is to formally train workers for the crafts industry where a considerable number of informally trained craftsman work together. Lack of accountability and training/supply management are also major problems for ITI institutes.

In West Bengal different institutes impart vocational training but they do not have coordination among themselves. Information about this sector is not available from a single source. In fact we need to create a central database from where one can get full access on vocational training system right from school level to ITI/ITC institutes.

In Rural Bengal, radiographer and other trained Para-medical persons are very less in comparison to the large number of the rural population. Policy makers should focus on the paramedical vocational studies, so that incremental change in number of trained paramedical worker can benefit rural masses.

To attract more students from school level, reorientation of vocational courses and mass awareness about the same is needed. There should be a bridge organization to relate R&D institutes

and vocational education system. It would help the vocationally trained person to get the benefits of R&D.

### **Concerns and Key Challenges**

Key challenges in vocationalisation of Education in West Bengal can be summarized as below:

1. High dropout rate at Secondary level: Vocational Education is presently offered at senior secondary level but the students at this level aspire for higher education
2. At present, the vocational system doesn't put much emphasis on the academic skills, resulting in lower incidences of vertical mobility
3. There is a lack of participation by private players in the field of vocational education
4. Vocationalisation of education is not in line with industry needs
5. There is a lack of opportunities for continuous skill up-gradation
6. There is no clear provision of certifications and degrees for the unorganized/informal sector
7. Challenges faced by ITCs and ITIs are poor quality trainers, lack of flexibility and outdated infrastructure.
8. Awareness about vocational course is very low. Parents are less confident offering information and advice about vocational options than about general courses. It is therefore particularly important that schools and careers services offer timely, good quality information and advice.

### **Suggestions**

To make the existing vocational education system relevant to market needs, a major restructuring of the system and how it is managed will be required. If India wants to emulate countries where the vocational education system has succeeded, sweeping reforms would be needed. This will require significant commitment on the part of policymakers. Many of these reforms are similar to those being proposed by the 2005 Central Advisory Board for Education (CABE) Committee report on Universalisation of Secondary Education. Key highlights include:

- Ensuring Private Sector Partnership in management of Institutions and curriculum design: This will ensure a direct linkage of labour market with graduates, and an effective medium for bringing about organizational and productive innovations.
- Strengthening the general education component of VET programs for providing basic knowledge in humanities and sciences, preparing students to work in various occupations, teaching them to solve problems and encouraging them to continue learning.
- Funding and Budget allocations - moving from a system which is exclusively financed by the government to a system which is increasingly financed by the private sector and by students paying user fees. The private sector would be willing to contribute only if the system produces relevant graduates. Students are likely to contribute if they see accrual of labour market benefits from vocational education.
- Ensuring that vocational education is not a dead end - allowing well performing students in the vocational education track to proceed onto higher education will ensure that the vocational stream is not seen as an option of last resort by prospective students.

Apart from these, providing concrete measures to meet the diverse skill needs of the informal sector including support services such as assistance with running a small business, marketing and information technology will widen the scope and efficacy of VET.

Involving private sector in management at the institutional level and providing autonomy would be critical in order to achieve the objective of providing concrete labour market outcomes. Elements of autonomy should include independence in deciding their own training programs (in consultation with employers); giving institution managers the freedom to hire and fire teachers (including contract teachers and non-teaching staff); allowing ITIs to generate revenues by selling goods and services; and allowing them to set more realistic fees (while the government will still bear a significant portion of the financing).

Autonomy needs to be accompanied by a new accountability framework for ITIs. Indicators of internal and external efficiency should be used to measure the performance of institutions and to match performance to financing.

In the absence of proper guidance and counselling, students become frustrated and take recourse to any alternative that come their way without thinking of the consequences. It is because of such

scenarios that vocational guidance has become a matter of grave importance not only for the youths themselves but for the administrative and planners as well.

### **Conclusion**

The government should play the role of a facilitator and help in disseminating information on quality of training provided. The government, along with the National and state councils, can help in setting up of genuine and established accreditation bodies as well as facilitate the evaluation of training provided. A system needs to be developed where the Government plays a key role in policy development, standards setting, financing and monitoring and evaluation, while engendering greater competitiveness and accountability by training providers. For reforms to succeed, close involvement of the private sector at all levels – from policymaking to being involved in running institutions, would be critical.

Once the required initiatives are undertaken, a direct relationship between the system and labour market requirements would be established, which would further ensure that VET graduates achieve concrete results in the form of better jobs and higher incomes. A co-ordination between central government and state government is need to bridge the gap between rural and urban vocational needs .This will substantially increase the faith of people opting for VET in West Bengal

### **References**

- Aggarwal, J.C. (1993). Landmarks in the history of modern Indian education. Vikas Publishing House Pvt. Ltd.: New Delhi.
- Bhattacharjee Suresh, Saxena Anamika (2008); Modern Indian Education and its problems, published by R. Lall Book Depot Meerut.
- Biswas, Indranil. (2008). Vocational Education in India, in India: Science & Technology 2008, p. 7. Available on <http://www.nistads.res.in/indiasnt2008/India-S&T-2008-Full.pdf>
- CRRID (1985) Education in India; policies planning and implementation. Centre of Research in Rural and Industrial Development: India.
- Ghosh, S.C. (2000). The history of education in modern India. Orient Longman; New Delhi.
- Mehrotra V. S. and Sacheti A. K. (2005). Integrating vocational education and training with open learning system: taking skills training to door step. ICDE International Conference, New Delhi.
- NCERT, 2005. National Curriculum Framework 2005, New Delhi.
- Report of the School Education Committee (2002), Govt of West Bengal. Available on [http://www.webel-india.com/wbchse/pdfs/Report\\_of\\_the.pdf](http://www.webel-india.com/wbchse/pdfs/Report_of_the.pdf)
- Report of the working group on vocationalization (1978). Ministry of Education & social welfare, New Delhi.
- World Bank (2008). Skill development in India: the vocational education and training. The World Bank Report. No. 22.

## **ATTITUDE OF PUPILS TOWARDS THE INCLUSION OF CO-CURRICULAR ACTIVITIES AS SKILL DEVELOPMENT PROGRAMME IN SCHOOL LEVEL SYLLABUS**

---

Dr. Rittika Sarkar, Assistant Teacher, Mozilpur Shyamsundar Balika Vidyalaya  
Mr. Kausik Chatterjee, Associate Professor, Satyapriya Roy College of Education,  
Mr. Pradip Kumar Maity, Govt. Approved Part-time Teacher, Kultali Dr. B.R. Ambedkar College,  
E-mail : [maityrittika@gmail.com](mailto:maityrittika@gmail.com), [maitypradip4@gmail.com](mailto:maitypradip4@gmail.com)

### **Abstract**

*This article presents a relative study of the attitude of students towards the inclusion of co-curricular activities in school level syllabus for skill development. Few decades ago it was comparatively easy to define co-curricular activities because all of them were organized and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipments were meager, little official recognition was given and no credit was allowed for participation. These activities were really extracurricular. Today, it is difficult to define co-curricular activities because all teachers have some definite responsibilities for their organization; many full time professional teachers are employed, school rooms, time, equipment and materials are provided; their*

*relationships with regular curricular activities are regarded as vital; credit for participation is allowed and recognition is also given. In short, we can say that according to modern education thinkers, curriculum is not only teaching and learning in classroom. It also includes work in library, laboratory and workshop, participation in games and sports in playground and numerous informal contacts between teacher and pupils in these places. In these informal contacts there are very many activities, one of which is co-curricular activities. It is a part of curriculum of the institution. These activities also develop skills among students in different aspects which ensure quality education in all respect from knowledge building to physical skills.*

*The term 'Pupils' used in this study refer to the students of a secondary school. In this analysis we have used 5 point Likert Scale to measure 'attitude' of the students towards the inclusion of co-curricular activities in school syllabus with the help of a questionnaire. We also analyze the data using various graphical methods such as pie-chart, bar-chart etc. This study also include the results of Chi-Square ( $\chi^2$ ) test to measure the individual differences among the pupils in the light of different questions presented through the questionnaire. The different methods of analysis projected the fact that there is a mixed response of pupils towards the above mentioned fact.*

**Keywords:** Co-curricular activities, Skill development, literary activities, Cultural activities, Physical activities, Values, Quality education.

### **Introduction**

Besides, teaching work in the school time one other activity which is known as co-curricular activities. These activities are important in the sense that they keep the balance of the development of the child and strengthen different skills hidden within a child. These activities also keep the student busy which help in maintaining the discipline in the school. Game, sports, cultural performance, house-system, debates, dramas, scouting, N.C.C., etc. are some of the co-curricular activities.

School curriculum includes several important activities which are for group, individual or outside the school. Some of the activities are internal, while other is external. Internal activities are performed within the school premises, while external activities are performed outside the school, where students represent the school. It earns the name and fame for the whole school. Games, sports, debates, essay competition etc. all can be put as physical and mental activities.

Co-curricular activities are very important in the school. Only teaching work or bookish knowledge is not sufficient for the all-round development of the child. These activities keep the students busy and maintain the discipline in the school. It further has psychological affect i.e. all work and no play makes the Jack a dull boy. As such, these activities create an atmosphere of unity, working together and develop the energies of the child.

Literary activities create an interest in the learning of different languages i.e. English, Hindi, Sanskrit, Urdu etc. which are taught in the school and part of the curriculum. These literary activities include essay writing, debates, birth day of literary figures, discussion on their books and works of the authors. These activities aim at providing a wide knowledge of the subject. These also create an interest among the students to study literary in their studies. Great authors are the guide of the society.

Cultural activities are co-curricular and provide an opportunity to the students to know their culture and also to enjoy the school work. These activities are related with the society and the community at large. Some people think that these are extra activities, but it is not so. These activities are part of the vast curriculum of the school and studies. They develop the personality of the students and also provide the knowledge of the past, the hidden qualities of the students.

The co-curricular activities are very important for the development of the child. As such these activities should be arranged very carefully. Their planning needs a serious thinking. The functions of these activities should be arranged in a well planned manner. These activities include drama, one-act play, debate, dance shows, and historical events. The function needs a rehearsal, practice and should be arranged after the examination or well in advance of the examinations.

The rules and regulations must be followed while arranging co-curricular activities. These activities should not be observed during the examination or before the examination or while the exams are approaching so that these activities should not disturb the students. There must be enough time for the preparation as such these should be arranged either well before or after exams.

Physical activities keep the balance of the development of a child. Only studies or theoretical work make them dull and weak. Hence physical activities are necessary. A sound body has a sound mind. Physical fitness is necessary for the mental work. This statement clearly indicates the importance of co-curricular activities for imparting quality education among students. Now, a subject as physical education is also introduced at 10+2 level and teachers are trained for the physical education.

Physical activities need practice and hard work as such these activities should be arranged in own atmosphere of liberal climate i.e. neither too cold nor too hot, and that is too after the examination is over half-yearly or after the final exams. There should be proper guidance from the physical teacher. If these activities are to be held on a large scale, they should be arranged in a field that can be hired or taken on lease.

Teachers play an important role in the co-curricular activities of the school under the preparation, either the subject teacher, or class teacher or a teacher knowing well about the activities should arrange these activities with the help of other teachers and students. Since these activities need a lot of practice, teacher can take help of other teachers. Actually, teachers know well how to arrange these activities within limited resources and hence played an important part.

Co-curricular activities are generally categorized under seven headings:

- 1 . Literary Activities
2. Physical Development Activities
3. Aesthetic and Cultural Development Activities
4. Civic Development Activities
5. Social Welfare Activities
6. Leisure Time Activities
7. Excursion Activities

#### **Importance of Co-curricular Activities**

Curricular activities have a number of values like educational value, development of social spirit, character training education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic development and development of cultural values. These values impart quality education to pupils.

#### **Educational Value**

These activities have great "educational" potential. All classroom teaching is theoretical. Practical knowledge can be imparted through co-curricular activities. Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and expression improves through debates and recitations. Teaching of History gets vitalized by dramatization. Practical lessons in civics can be given through student self-government. School magazines teach students the art of writing forcefully and effectively. Celebration of functions develops organizational capacities and leadership qualities in students. Projects provide direct learning opportunities.

#### **Psychological Value**

These activities as the name suggests meet the psychological needs of the students, mainly with reference to social demands of the pupils. They help in expressing personal behavior and provide a vehicle for creative thinking.

#### **a) These Activities act as Agent for Sublimation of the Instincts**

Co-curricular activities are a means of channelizing students' instincts into healthy and fruitful channels e.g. instinct of curiosity can be fruitfully channelized by library, stamp and coin collection etc. The instinct of gregariousness can be directed through self-government, social service and other group work.

#### **b) Emotional Health**

A student is a bundle of innate urges or drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalized for educational benefit. But fortunately or unfortunately, they may not come up to the required expectation e.g. some students who are backward in studies develop inferiority complex and find school life disgusting and can get emotionally unbalanced. Such activities provide a means of emotional adjustment for students.



### **c) To Increase the Interest of Students**

A student who gives his time and effort to his school is, therefore, more interested in it, because of his contributions e.g. the athlete talks about school spirit.

### **d) Recognition of Individual Differences**

By providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. which provide training in different aspects of personality of students. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

### **Development of Social Value**

Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach through school subjects like Languages, Mathematics or Social Sciences. By 'participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation. They develop group spirit, 'we' - feeling, belongingness, unity and ability to be co-operative.

### **Development of Civic Value**

In group activities students learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Co-curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. They develop in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace.

Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society.

Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision making, judgement, tolerance etc. These qualities are required for a democratic society. Many girls and boys have little practice in controlling themselves and in directing their own affairs. They have not developed the ability to do these things. As a result, when they are placed in settings that demand self-direction, they are lost. Co-curricular activities provide numerous situations in which students may gradually get increasing responsibilities for their own direction. The settings for developing these carry-over values must be definitely provided. A school must be a workshop in democracy. The traits and qualities of leadership are developed in students, when they organize these activities by themselves under the guidance of teachers. Students learn to plan, organize and execute the plan that has been developed. This develops in them initiative, planning, thinking and power of independent judgement. These activities provide excellent moral training. Through these activities are learnt the importance of obeying the law, rules and regulations, love for truth and above all, these activities develop moral consciousness by providing moral experiences. For example, a boy in charge of finances has to act honestly. On the play field, one has to show sportsman spirit.

### **Physical Development Value**

While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a useful channel for the growth and development of the body.

### **Recreational Value**

Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organizing various activities, we provide wholesome opportunities to our students, rather than to spend their spare time in undesirable activities e.g. Movies, TV, idle talk etc. Hobbies developed at the secondary school stage become lifelong habits.

### **Cultural Value**

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics,

folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among students. Student would appreciate/learn all these though our language, religion, culture, food habits, dress etc. are different but we are one, and that we are human beings of the same universe.

Thus, co-curricular activities will help in developing national and international understanding.

It can be concluded by saying that co-curricular activities cater to the development of a child's entire personality, draw out the latent powers of children of different temperaments, supplement academic work, develop social and civic sense. Without these activities students would be mere book-worms.

There is some reporting [1-4] regarding this matter, which are different kinds of analysis about the importance of co-curricular activities in school level syllabus.

### Methodology of Study

All the students enrolled in the school named **Holy Cross School** from class-v to class-x during academic session 2015-2016 will constitute the population of the study. During academic session 2015-2016, there are two sections in each class from class-v and class-ix and one section in class-x. Each section comprises 60 students. Hence, the population for the study is 660.

Sample of the Study Purposive sampling method will be followed to draw the sample from target population. It is proposed to draw 100 students from whole population through purposive sampling method [6]. Then, the sample for the study is 100.

A questionnaire was developed to collect pupil's feedback to the inclusion of co-curricular activities in school level syllabus. The questionnaire cover five dimensions each related to the fact about the relevance of inclusion of co-curricular activities in school level syllabus.

### Procedure of Data Collection

Data regarding to pupils feedback was collected through questionnaire. The questionnaire was given to the selected group of students through a sheet of plain paper and it was collected back from them within a period of one week.

### Procedure of Data Analysis

The obtained data is analyzed following a quantitative technique [7] known as percentage analysis. We also analyze the data using various graphical methods like pie-chart, bar-chart etc. This study also includes the results of chi-square test to measure the individual differences among the pupils in respect to the different dimensions presented through the questionnaire.

### Analysis and Interpretation

The detailed analysis of the data using Chi-square test, Likert Scale [8], Pie-chart, Bar-chart is enlisted below:

**Table-1**

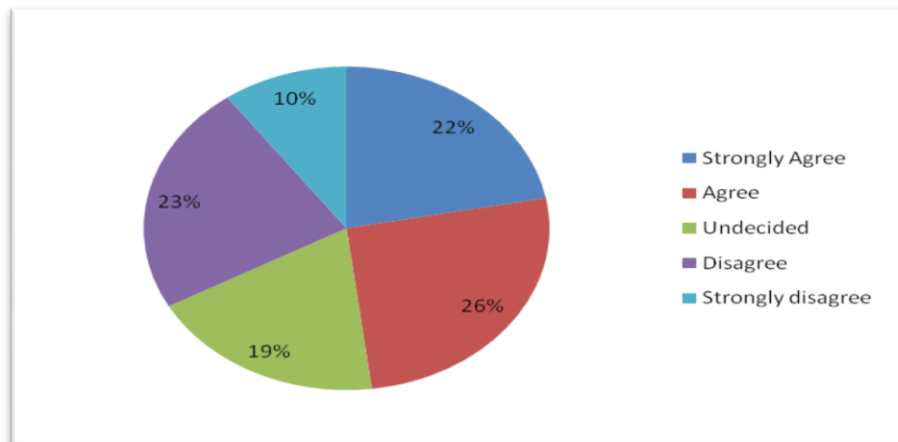
Dimension No.	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Chi-square
<b>D.1</b>	<b>23</b>	<b>26</b>	<b>14</b>	<b>19</b>	<b>18</b>	<b>4.30</b>
<b>D.2</b>	<b>16</b>	<b>17</b>	<b>32</b>	<b>21</b>	<b>14</b>	<b>10.30</b>
<b>D.3</b>	<b>21</b>	<b>24</b>	<b>19</b>	<b>27</b>	<b>9</b>	<b>9.40</b>
<b>D.4</b>	<b>27</b>	<b>21</b>	<b>22</b>	<b>15</b>	<b>15</b>	<b>5.20</b>
<b>D.5</b>	<b>23</b>	<b>19</b>	<b>24</b>	<b>26</b>	<b>8</b>	<b>10.30</b>

Using chi-square Table, we find in row df = 4,  $\chi^2$  of 9.488 in the column headed 0.05. From the above table we find that for dimension no. 2 and 5 related to compulsory co-curricular activity periods for every class and necessity to frame a national level curriculum framework for co-

curricular activities to develop skills, the obtained  $\chi^2$  values are greater than the table value of 9.488. So, we reject the equal judgement hypothesis for those two dimensions and conclude that the answers given by the students in terms of five response pattern of Likert Scale differ significantly. In case of dimension no.1, 3 and 4 about the necessity of school sports calendar, local need based co-curricular activity syllabus for every school and inclusion of co-curricular activity as a compulsory subject in schools, equal judgement hypothesis is valid and the answers given by the pupils in five point scale is more or less equally probable (as the obtained  $\chi^2$  value is less than the table value).

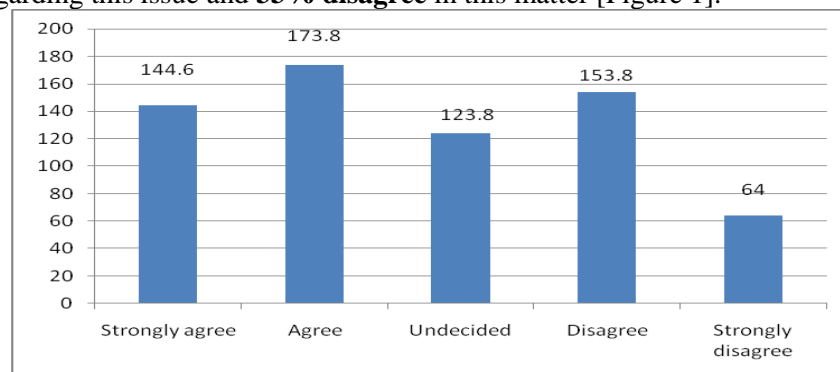
**Table-2**

Dimension No.	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>D.1</b>	<b>133</b>	<b>183</b>	<b>141</b>	<b>143</b>	<b>60</b>
<b>D.2</b>	<b>151</b>	<b>207</b>	<b>149</b>	<b>117</b>	<b>36</b>
<b>D.3</b>	<b>153</b>	<b>179</b>	<b>116</b>	<b>129</b>	<b>83</b>
<b>D.4</b>	<b>147</b>	<b>145</b>	<b>89</b>	<b>174</b>	<b>105</b>
<b>D.5</b>	<b>139</b>	<b>155</b>	<b>124</b>	<b>206</b>	<b>36</b>
<b>Average</b>	<b>144.6</b>	<b>173.8</b>	<b>123.8</b>	<b>153.8</b>	<b>64</b>



**Figure 1**

When statistical data (percentage of pupils) is analyzed graphically it is found that **48%** of pupils **agree** with the issue of justification of inclusion of co-curricular activities in school syllabus for skill development, but it is also to be noted that a significant percentage (**19%**) of pupils remains **undecided** regarding this issue and **33%** **disagree** in this matter [Figure 1].



When statistical data (average number of pupils) is analyzed graphically it is found that an huge average number of students (**318.4**) **agree** with the issue of justification of inclusion of co-curricular activities in school syllabus for skill development, but it is also to be noted that a significant average number of pupils (**123.8**) remains **undecided** regarding this issue and average **217.8** number of pupils **disagree** in this matter [Figure 2].

### **Conclusion:**

This analysis indicates that a huge percentage (**48%**) of pupils shows a **positive inclination** of attitude towards justification of inclusion of co-curricular activities in school level syllabus for skill development. It is also very significant that a healthy percentage (**19%**) of pupils remains **undecided** in this issue.

There are also some reporting (9,10) which show the importance of co-curricular activities in skill development.

### **Present Scenario of the State “West Bengal”**

- Now-a-days the secondary and higher secondary school education curriculum of the state “West Bengal” is going through different constructive changes.
- Government sponsored and aided schools now develop their co-curricular calendar, which they have to follow throughout an academic year, although till date there is no provision in the curriculum to evaluate the skills attends through the practice of different co-curricular activities.
- An innovative alternative could be tried to build in a certain degree of flexibility in the curricula in order to enable students to excel in areas of their core competencies by including ‘vocational education’ as a parallel scheme of education in the school level syllabus and different vocational courses have been studied in most of the Govt. sponsored and aided regular schools by the help of expert teachers.
- There is also a council named “West Bengal State Council of Vocational Education and Training” which works to develop skills among the pupils and other individuals

### **References**

Bashir Z. and Hussain S., (2012), *The Effectiveness of Co-curricular Activities on Academic Achievements of Secondary School Students in District Abbottabad Pakistan-A Case Study*, *Journal of Education and Practice*,3(1).pp 44-48.

Bhatia M.,(2012), *Holistic Development of Students through Co-curricular Activities*, *Minor Research Project*, UGC Reference No. F: 23-053/12 (WRO).

Dash N.K., (2007), *MES-016, Block-2, Different Types of Studies in Educational Research*, New Delhi: School of Education, IGNOU.

Dash N.K., (2007a), *MES-016, Block-4, Data Analysis and Interpretation*, New Delhi: School of Education, IGNOU.

Klesse E.J. and D’Onofrio J.A.,(2000), *The Value of Co-curricular Activities*, *Principal Leadership (Middle School Ed)*, 1(2), pp.5-8 (WSPL FirstSearch).

Krejcie R.V. and Morgan D.W., (1970), *Determining Sample Size for Research Activities*, *Educational and Psychological Measurement*, 30, pp.607-610.

Leung C.H., Ng C.W.R. and Chan P.O.E., (2011), *Can Co-curricular Activities Enhance the Learning Effectiveness of Students?: An Application to the sub-degree students in Hong-Kong*, *International Journal of Teaching and Learning in Higher Education* 23 (3).pp 329-341.

Stanford Junior High School, (2011-12), *Co-curricular Activities: Student / Parent Handbook*.

Target Study (2014, November 27), *Role of Co-curricular Activities in a Students Life*. Retrieved from <http://targetstudy.com/articles>.

Vagias M.W., (2006), *Likert-type Scale Réponse Anchors*, *Clemson International Institute for Tourism and Research Development*.

Retrieved from <http://www.hehd.clemson.edu/PRTM/trmcenter/scale.pdf>.

## VOCATIONALIZATION OF SCHOOL EDUCATION

---

Ajay Kumar Gupta, Lecturer in NHCE Bhagalpur

Jyoti Gupta, TMBU Bhagalpur. E-mail: [akgttc@gmail.com](mailto:akgttc@gmail.com) [akgub14@gmail.com](mailto:akgub14@gmail.com)

### Abstract

*Education and Training are powerful instruments for bringing changes required to achieve the key objectives of economic development i.e., to create more employment and thereby increasing income. Vocationalisation of Secondary Education was introduced during 1987- 88. Since then around 6000 institutions at plus two stage of education have introduced the programme. Around 150 vocational courses are offered in schools with an intake capacity of around ten lakh students per year. This is the largest single vocational education and training programme followed by ITIs and Polytechnics in India. Bihar is much younger in terms of just over 50 percent population below 19 years. The demographic advantage that Bihar has in the young and working age population can pay rich dividends only when the population in this age group is well educated and trained. Bihar has at present 13 Polytechnics (2 exclusively for women), which conduct 3-year Diploma Course in 15 technical, and 3 non-technical courses. In Bihar there is one ITI per 10 lakh population. To come out of these problems it is necessary to increase the numbers of ITIs and Polytechnics in Bihar. The state government must look into the appropriate structures aimed at enhancing training opportunities of new entrants to the labor force. After the implementation of SSA, UEE, RMSA and RUSA (recently), every year there is an increase in enrolment of students at secondary and senior secondary level. So it is the utmost duty of MHRD of Bihar to check out the demand and supply in vocational education and training at school level.*

### Introduction

The Kothari Commission on Educational Reforms, 1966 had visualized that 25% of the students at the secondary stage would go for the vocational stream. The Kulandaiswamy Committee Report had pitched this number at 15% to be achieved by the year 2000. However, at present only about 5% of the children of the 16 to 18 age group are in the vocational stream. According to the recent NSSO data, only 5% of the population of the 19 to 24 age group in India has learnt skills through the vocational education stream. The corresponding figure for Korea is as high as 96% and there are several countries, which have figures above 60%. Therefore, it is imperative to impart sound vocational and skill education to those who require it to enable them to be part of the productive force in the interest of the growth of the Indian economy. The Prime Minister in his Independence Day address on 2006 has talked of setting up a Vocational Education Mission and a Task Force has already been constituted by the Planning Commission. It is in this context that vocational and skill education has to be taken earnestly during the 11<sup>th</sup> Five Year Plan if we have to maintain high economic growth through increased productivity, which in turn will be possible through acquisition of necessary skills.

During the 10<sup>th</sup> Plan there was an allocation of Rs. 350 crore to introduce vocational courses and streams at the +2 stage. The outcome has not been very satisfactory with a total utilization of only Rs. 61 crore. There is a need to design courses so as to reduce the mismatch between demand and supply. While Government can act as a facilitator, involvement of the corporate sector with intimate linkages between vocational institutions and industries would

Background of Vocational Education: Education and Training are powerful instruments for bringing changes required to achieve the key objectives of economic development i.e., to create more employment and thereby increasing income.

Millions of young women and men in the age group 15 to 24 join the labor force every year. Of these, many are unemployed, or underemployed, and not earning sufficient income to meet their family expenses. A vast majority of them are in the informal sector (formal sector provides employment hardly to 7% of the labor force). They lack requisite skill, knowledge, attitudes, social protection, and security etc. the pathways from school to work are not well established, leaving many young women and men searching for suitable jobs. Facilitating an improved school-to-work transition may overcome the unemployment situation in the country to a great extent.

A large number of students are not able to pursue education due to socio-economic constraints. For example, out of 100 students enrolled in class I, hardly 20 complete their school

education and the remaining drop out at different stages. The education they receive may not be useful for a sustainable livelihood with quality. They try to enter the world of work without required skills and competencies to face the labour market competition. As a result, they remain unemployed, marginalized and poor. Secondary and Higher Secondary Education are important terminal stages in the system of general education. At this stage, the youth decide whether to pursue education, opt for technical training or join the workforce. Educationists and experts have recommended that vocational education and training (VET) is suitable to specific target groups who want to enter into the world of work VET (Vocational Education & Training) will help in solving the unemployment problem to a considerable extent by equipping the youth with traceable skills.

In India, the vocational education programme at secondary school level was introduced in the year in 1976-77 as a state scheme. Due to financial constraints, the programme was introduced initially only in a few states. These states could not achieve the objective of the programme as expected. Many States/UTs felt the need for central assistance to run the programme. Accordingly, a Centrally Sponsored Scheme of Vocationalisation of Secondary Education was introduced during 1987- 88. This gave new impetus to the programme. Since then around 6000 institutions at plus two stage of education have introduced the programme. Around 150 vocational courses are offered in these schools with an intake capacity of around ten lakh students per year. This is the largest single vocational education and training programme followed by ITIs and Polytechnics in India. The programme covers all major career areas like Agriculture, Engineering and Technology, Business and Commerce, Home Science, Health and Paramedical, and Humanities, Science and Education.

Changes in technology and financial markets, emergence of global markets for products and services, international competition, new forms of business organization, and new business strategies and management practices are transforming the world of work. Globalization offers both opportunities and challenges for Vocational Education and Training (VET) to meet the need of skilled manpower for increased pace of national development.

The **National Curriculum Framework (2005)** has suggested that Vocational Education and Training should be implemented in Mission Mode, involving establishment of separate VET Institutions and Centers from the level of village clusters and blocks to sub-divisional/ districts, towns and metropolitan areas.

#### **Recent Scenario of Vocational Education in Bihar**

Bihar with the population of 10.38 crores and a decadal growth rate of 25.1 as against the national figure of 17.6 enjoys demographic dividend till 2026 as the population in the age group 15-59 years is projected to increase from 4.35 crores in 2001 to 7.3 crores in 2026. (See table 1) Bihar is also much younger in terms of just over 50 percent population below 19 years. The demographic advantage that Bihar has in the young and working age population can pay rich dividends only when the population in this age group is well educated and trained. In the development agenda of the state there is an urgent task to develop strategies to equip human resource through education and skilling, eradicating illiteracy and strengthening early childhood care and education.

#### **Improving Access to Secondary**

Secondary education provides a crucial link between elementary and higher education. The improvement in enrolment as well as transition at secondary stages of education is very crucial because it enables the work force to benefit from basic generic education after which they can be further trained to acquire different skills. The performance of secondary education depends on the completion of education at the elementary level. If access at the lower level is limited, it is bound to affect the participation of child population in higher levels of education.

There are all together 2951 high schools and 795 intermediate level colleges in the state. 15 lakh students were enrolled in secondary level and six lakh students were enrolled at the senior secondary level in 2009-10. (SES, 2010) With the population of over 88 lakhs in the age group 14-17 the overall Gross Enrollment Rate (GER) is around 20% as against an all India average of around 46 percent. Low GER at secondary level is mainly due to low transition, less than 50 percent, from elementary to secondary stage of education. Increasing GER by one percent implies that roughly 40 secondary schools will have to be planned. If every year 5 percent of GER is to be increased then 200 new secondary schools will have to be established. Thus during 12th plan there should be the target to start 1000 schools comprising all the four years of secondary and senior secondary - half of

them at least should be in the government sector. Planning to open hundred new secondary schools every year should be targeted by the state government.

#### **Vocational education at the school level**

The National Policy on Education (1986) and Programme of Action (POA) in 1992 clearly emphasized the need for redirecting one-fourth of the secondary school pass outs to the vocational stream. Due to lack of facility for effective vocational education at the school level in the State, there has been overcrowding of higher education institutions, despite the fact that it had little relevance for the job market, which requires mainly skilled labour force.

#### **Industrial Technical Institute (ITI):**

- There are 58 Industrial Training Institutes (ITI's) and Industrial Training Centers (ITCs) recognized by National Council of Vocational Training (NCVT) or State Council of Vocational Training (SCVT) in Bihar.
- Out of the 37 districts in the State, not all are covered by the ITIs. In Bihar there is one ITI per 10 lac population whereas the corresponding figures for Tamil Nadu, Andhra Pradesh, Karnataka, Maharashtra, Punjab and Uttar Pradesh are 10, 8, 7, 6, 5, and 2 respectively.
- Similarly, the number of seating capacity per million populations in the state is very low at 181. In states like Andhra Pradesh, Maharashtra, Punjab, Uttar Pradesh and Orissa, the figures are 1474, 1004, 785, 313, and 371, respectively.
- Apart from the limited coverage, the existing ITIs are in extremely bad shape as these lack infrastructure, equipment and teaching manpower. Due to resource crunch and non-availability of teachers, over 50 per cent of the existing sanctioned strength of teaching staff is lying vacant in the State at various levels. This has seriously jeopardized the quality of the training.
- In view of large number of uneducated/semi-educated/semiskilled persons in the working age population employed in the unorganized sector there is a need to provide training for imparting/upgrading skills.
- A concerted plan of the government on public-private partnership (PPP) may be initiated. All technical institutions and general/professional colleges should be involved in the task of upgrading the skills of all those employed in the unorganized sector.

#### **Polytechnics (Technical education):**

- Polytechnic education in India as well as in Bihar contributes significantly to its economic development. Most of the polytechnics in the country offer three year generalized diploma courses in conventional disciplines such as Civil, Electrical and Mechanical Engineering.
- During the last two decades many polytechnics started offering courses in other disciplines such as Electronics, Computer Science, Medical Lab technology, Hospital Engineering, Architectural Assistantship etc. In addition, many single technology institutions are also offering diploma programmes in areas like Leather Technology, Sugar Technology, and Printing Technology etc.
- Many diploma programmes are also being offered exclusively for women in Women's Polytechnics such as in Garment Technology, Beauty Culture and Textile Design.
- Polytechnics are meant to provide skills after class X and the duration of diploma programmes is 3 years, which means, the trainee becomes employable at the age of 19 years.
- Polytechnics are also offering post diploma and advanced diploma programmes of 1-2 years duration in different specializations. The aim of the polytechnic education is to create a pool of skill based manpower to support shop floor and field operations as a middle level link between technicians and engineers.
- The pass-outs of Diploma level Institutions in Engineering & Technology play an important role in managing shop-floor operations. It is further an established fact that small & medium Industry prefer to employ Diploma Holders because of their special skills in reading and interpreting drawings, estimating, costing & billing, supervision, measurement, testing, repair, maintenance etc.
- A Nation-wide scheme of “**Sub-mission on Polytechnics**” has also been launched. Under this scheme new polytechnics will be set up in every district not having one already. These

Polytechnics will be established with central funding and over 700 will be set up through Public Private Partnership (PPP) and private funding.

- There is also a shortage of qualified diploma holder in several new areas. Therefore, engineering institutions will be incentivized and encouraged to introduce diploma courses to augment intake capacity. Diploma programmes could be run in evening shifts when the laboratory, workshop, equipment and library are free.

### **Main Problems of Polytechnic Education in Bihar**

Over the years, the diploma programmes have deteriorated losing the skill components, which has resulted in their being just a diluted version of degree education. The organizations employing them have to train them all over again in basic skills. Major problems being faced by the polytechnic education system are: -

1. Non - availability of courses in new and emerging areas.
2. Inadequate infrastructure facilities and obsolete equipment.
3. System unable to attract quality teachers
4. Inadequate financial resources
5. Inadequate or non-existence of state policies for training and retraining Of faculty and staff
6. Lack of flexibility and autonomy to the institutions
7. Inadequate industry institute participation
8. Lack of Research and Development in technician education
9. Antiquated Curricula.

➤ Bihar has at present 13 Polytechnics (2 exclusively for women), which conduct 3-year Diploma Course in 15 technical, and 3 non-technical courses. The total number of seats is 2225 for which competitive examinations are held.

➤ These institutions are under the control of Department of Science and Technology. The number of polytechnics in Bihar is very less as compared to other States like U.P (111), Karnataka (199), Tamil Nadu (211) and Maharashtra (169). Most of the posts, both gazette and non-gazette, are lying vacant in the State. The number of polytechnics both by the government and under public-private partnership should be increased in the state.

### **Private Sectors in Education**

Indeed, private schools have already begun to make significant contribution to the availability of schooling facilities in India, and have also earned the reputation of providing reasonably good education. In a State like Bihar, the private sector can play a significant role largely in the urban areas. In the technical and vocational education, private sector participation should be encouraged even from outside the state. Government should create educational zones and provide necessary infrastructural facilities to attract private investment in Information and Technology, Engineering, Medical, Dental, Management and Teacher education. Private university may also be enacted by state legislation provided the admission and fees policy are regulated by the state and the principle of social accountability is followed by these institutions.

### **Research institutions**

Research institutions help to open the frontiers of new knowledge and constitute an important pillar of the knowledge economy today. Research institutes also help the government to advice on policy issues. The restructuring of A N Sinha Institute of Social Science Research is urgently required. Along with this all other research institutes, archives and libraries in the State should be upgraded and funded by the state.

### **Conclusion**

- Central and State government have limited govt. Jobs in each sector. The problem of unemployment is going to be increased every year. In such situation vocational education can help the youth to become self- dependent and fulfill the over growing demand of industries.
- Bihar, due to peculiar socio-economic and governance reasons, ranked at the bottom in literacy ladder in India; low enrolment rates and high dropouts and absence of adequate number of schools and teachers in Bihar are all cited in literature. Similar trend also exists in vocational education and training.



- The dropout students' entry in labor market without formal skill development creates mismatch between demand and supply, in the skilled labor market. In the absence of a proper certificate, skilled and semi-skilled workers of the state are subject to exploitation and their mobility is very restricted.
- A basic problem with skill development system is that the system is non-responsive to labor market, due to a demand-supply mismatch on several counts viz. Numbers, quantity and skill types.
- Such an effort is necessary to support the employment expansion envisaged as a result of inclusive growth, including in particular the shift of surplus labor from agriculture to non-agriculture in the state of Bihar.
- In order to create a pool of skilled personnel in the adequate numbers with appropriate skills in the line with the employment requirements across entire economy with particular emphasis on the high growth and high employment sectors, the state government must look into the appropriate structures aimed at enhancing training opportunities of new entrants to the labour force.
- The state can capitalize on its demographic dividend only by up-gradation and introduction of trades which have demand in the economy. Hence, one of the important tasks is to make concrete plans in a mission mode towards improving the educational attainment of the labour force.
- After the implementation of SSA, UEE, RMSA and RUSA (recently), every year there is an increase in enrolment of students at secondary and senior secondary level. So it is the utmost duty of MHRD of Bihar to check out the demand and supply in vocational education and training at school level as well as at higher technical level education also.

**References:**

1. National Skill Development Board (2010).
2. NCERT (2007) National focus group on Work and Education Position Paper-3.
3. NCF 2005.
4. Planningcommission.gov.in.
5. [www.unevoc.unesco.org/up/india\\_country\\_paper\\_pdf](http://www.unevoc.unesco.org/up/india_country_paper_pdf) by V.P.Goel.
6. [www.scdl.rct](http://www.scdl.rct)
7. Ministry of human resource development (2008-09) Annual report, GOI, New Delhi.

**ROLE OF JHARKHAND SKILLS DEVELOPMENT MISSION (JSDM) IN PROMOTING VOCATION EDUCATION**

Ravi Ranjan Kumar, UGC-JRF, RIE Bhubaneswar.

**Abstract**

*There exists great demand for a skilled workforce, especially in the context of globalization and when Indian economy is growing at an unprecedented rate. Availability of such skilled workforce is closely associated with the kind of vocational education and training system existing in the country. The prevailing programmes/schemes under various institutional arrangements, to promote a meaningful and employable skill development system. In doing so, it is found that skill deficiency is present across all levels despite new institutional arrangements from the government and several ongoing schemes and programmes operating in the country. The main vision of JSDMS is increase the capacity and capability of the system to deliver quality skill training and professional knowledge to youth to enhance their employability and bridge the skill deficit.*

**Keywords:** Skill development, vocational education and training, Professional Development.

**Introduction**

Vocational Education refers to a system or course of study which prepares individuals for jobs that are based on manual or practical activities. Vocational Education is traditionally non-academic in nature and is totally related to a specific trade, occupation or vocation. Because it is Vocation based, it is called Vocational Education. Until recently i.e. until the end of the twentieth century, the aim of vocational education was to focus on specific trades such as automobile mechanic or welder, and was therefore associated with the activities of lower social classes. Because

of this it attracted a level of stigma. Vocational education in fact is closely related to the age-old apprenticeship system of learning.

But with the development of economies worldwide, the labour market became more specialized. Demand of higher levels of skill both in government and business sector started increasing. This led to the further development of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education is typically provided by an institute of technology, or by a local community college. Vocational education has also diversified over the 20th century. Demand for Vocational Professionals is required more than ever in various industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries.

Vocational education prepares an individual for a job and not college. While most colleges will accept vocational education students, they tend to be limited because most colleges lack proper courses. Vocational education is a multifaceted one as it tends to focus around several careers which include auto repair, woodworking, carpentry, blacksmith, cosmetology, and other fields. There are many vocational schools across the country which provides the students to gain valuable hands on experience.

**Government Initiatives for Vocational Education:**

National skill development initiative in India; India has 1.2 billion population that's expected to reach 1.48 billion by 2030. India will be the largest contributor to the global workforce, with working-age population (15-59) likely to swell to from 749 million to 962 million over 2010 to 2030, the average age in India will be only 29 years, compared with 37 in china and the united states, 45 in Western Europe, and 48 in Japan. Thus, it does not come as a surprise that a young and dynamic workforce will steer India's economic growth in the next decade.

While a young workforce is an immense advantage to the country, the professional realm continues to struggle in its quest to find skilled and efficient talent. According to different industry reports, as much as 40% of vacancies at the entry level don't get filled due to paucity of skilled manpower. Industry sectors across the board are facing shortage of skilled talent leading to a stark in demand and supply.

To bridge this demand- supply gap, Centum Learning is partnering with government department/ agencies under various government schemes to skill people across sectors. It has partnered with the Ministry of Rural Development (MORD), Government of India under the Swarna Jayanthi Gram Swarozgar Yojna (SJGSY), Pradhan Mantri Kaushal Vikash Yojana (PMKVY), Swarna Jayanthi Shahari Rozgar Yojna (SJSRY), and also with the Directorate General of Resettlement with an attempt to increase the employability quotient of the rural poor. This is an endeavor to elevate them above the poverty line by empowering them through various these skill training programs which will further provide employability.

Jharkhand Skill Development Mission Initiatives; Programme of expansion of the network of ITIs– Proposed capacity increase :15,000 per annum, Establishing ITIs in every district & subdivision, Women ITIs in every district, Upgrade select ITIs into Centre of Excellence, Modernization of training and administrative infrastructure • Setting up of Instructor Training Institute in collaboration with Jindal Steel & Power limited • Scheme for skill development of youth in 10 districts affected by left wing extremism • Strengthening of Craftsman/ Apprenticeship Training Scheme for retraining of the faculty of the ITIs and ITCs of the state • Skill development initiatives in area of Sericulture, Handloom & Handicraft e.g. – Jharkhand Silk Training Centre, Kharsawan in collaboration with NIFT, Kolkata; Nirmal Mahto Institute at Bhagaiya in collaboration with NID, Ahmadabad.

year	Targets (in lakhs)	
	India	Jharkhand
2013-14	121	4.9
2014-15	157.3	5.7
2015-16	193.6	6.8
2016-17	242	7.2
total	789.9	24.6

Jharkhand constitutes around 4% of national skilling target and labour industries and Rural Development constitute 50% of state target

*Source: NSDC skill gap study 2012*

## **Jharkhand Skills Development Mission (JSDM)**

To respond to the existing skill gaps and to identify skill needs, the work plans has taken the initiative to launch a Jharkhand Skill Development Mission. In 2013, the Jharkhand Skill Development Mission Society (JSDMS) was incorporated under the societies Registration Act, 1860 as a non-profit and autonomous organization under the department of Planning and Development, Government of India. The main vision of JSDMS is increase the capacity and capability of the system to deliver quality skill training and professional knowledge to youth to enhance their employability and bridge the skill deficit. The role of the JSDM is to control out-migrations, to increase regular employment opportunities, only 1.3% of Jharkhand youth have formal training, to reap demographic advantage, to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global labour market. It aims at an increase in the productivity of the workforce both in the organized and the unorganized sectors, seeking increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system.

At present, the capacity of skill development in Jharkhand is around 61% of the population aged between 15-59, 71% of the working age population is able and willing to work and only 46% of labour force has worked 6 months or more (Source: NSDC skill gap study 2012).

Skill development carried out through 18 departments using state and central funds. The JSDM aims to undertake the following functions: (a) development of state skill vision, mission and policy. (b) Counseling and mobilization support (c) Process standardization promotion of TSPs. (d) Quality assurance (standardized curriculum, assessment and certification), (e) Convergence of state and national skill stakeholder (f) Institutionalization of state skills through labour market information system (LMIS). (g) Strengthening of monitoring systems (h) Mainstreaming vocational education. (i) Building knowledge capacity promotes innovation. (j) Awareness Generation.

Working plans of the Jharkhand Skills Development Mission (JSDM):

- Development of a State Skill Policy: The National Skill Policy was formulated in 2009, catering to the national level priorities and mandates. However considering the diverse nature of the states within the country, a State Skill Policy was developed in many of the states. The State Skill Policy would be the guiding light for the functioning of the mission and the other stake holders. It would focus on various areas such as to the vision of the state mission and the milestones it seeks to achieve; key principles & scope of engagement with various stake holders and their roles and responsibilities; the governance model, and key focus on geographical regions and industrial sectors of the state of Jharkhand.
- Skill Gap Assessment: A broad state level skill gap study has already been conducted by NSDC in the recent past. However considering the objective of skill delivery and employment opportunities at the district level, a more focused and detailed study needs to be conducted/develop.
- Building the optimal organizational capacity of the Mission: JSDM has several mandates across different areas. On one hand where it is responsible for bringing promoting and developing the ecosystem for the skill delivery in the state, on the other hand it is also responsible for converging as the nodal point for all the stakeholders including the national skill agencies, various state departments, training providers, trainees etc..
- Strengthening of the Policy Making bodies of the Mission: At present, the three bodies dealing with Policy at different levels, namely the Inter Ministerial Group on Skill Development, Governing Body of JSDM and Executive Committee of JSDM are being guided by ex-officio Govt. functionaries.
- Empanelment of Skill Training Providers Delivering: the skill development targets require a good strength of Training Partners of quality in the state. One of the focus areas shall be to bring national level training providers who shall be able to deliver training programs in larger capacity; efforts shall also be made to identify local training providers who shall be capable of delivering quality skill training with some support.
- Convergence of different Skill Programmes of the Central/ State Govt.: As recommended in the workshops, JSDM will be working towards emerging as a nodal agency for all the skill

development activities in the state and shall work towards creating a converging platform for all the state departments involved in skill training. It shall hold regular interactions with the departments and organize workshops to promote knowledge sharing, collaboration and linkages.

- Inviting/ Facilitating Industry Initiatives in the state: The state of Jharkhand is home to approximately 20 Tata Industries and Dozens of PSU's apart from other notable and prominent private and state public sector Units. The mission seeks to establish a working partnership with all these industries and encourage them to engage actively as skill training providers.

### **Vocational Education for School**

Secondary School Certificate (vocational) or its equivalent 10<sup>th</sup> grade certificate in vocational stream should be create on similar lines as HSC (vocational) at both national and state level. Vocational stream should be introduced at 8<sup>th</sup> grade school which may provide both conventional and vocational stream of education at secondary level. Presently in India only sporadic courses as electives are being offered to students under bifocal scheme.

- Development of standards by Secondary School Certificate will be under the aegis of an umbrella committee which is already constituted as the National Skills Qualification Committee under the National Skills Qualification framework.
- Secondary School Certificate will be strengthened and would ensure that persons trained in National school open are actually employed by employers in their sector.
- Skilling will be integrated into formal education by introducing vocational training linked to the local economy from class IX in words over a period of next four years in at least 25% of the schools. Skill courses would be developed as independent subjects.
- Converting polytechnics to community college which will provide National Skills Qualification framework aligned vocational courses and also Bachelor of Vocational studies.

### **Conclusion**

Taking into consideration the current scenario as regards skill deficiency in vocational skills training in India and the current initiatives at the government level, it appears that although there are various schemes and programmes dedicated to skill development in Vocational Education Tanning, there is a huge gap between demand and supply as the respective initiatives are happening in isolation. Thus, institutional arrangements are needed to address the identified gaps and bring in an effective synergy. For example, different institutes impart vocational training without any coordination among themselves. There is a significant need to review the activities on skill development under various institutes/ministries and enhance their coordination. Additionally, a network mapping of various stakeholders is also essential to bring synergy to the demand and supply of skilled manpower.

### **References**

- National Skill Development Policy, March 2009; <http://www.skilldevelopment.gov.in/sites/default/files/resource/NationalSkill-DevelopmentPolicyMar09.pdf>
- National Sample Survey Organization, Status of education and vocational training in India 2004–2005, Report No. 517,61/10/03. Ministry of Statistics and Programme Implementation, Government of India.
- Biswas, I., Vocational education in India: science & technology 2008, pp.7; <http://www.nistads.res.in/indiasnt2008/India-S&T-2008Full.pdf>
- Skill Development Initiative Scheme, Implementation Manual, Directorate General of Employment and Training, Ministry of Labour and Employment, Government of India, 2010.
- Craftmen Training Scheme in India Report, Directorate General of Employment and Training, Ministry of Labour and Employment, Government of India, 2010.
- World Bank, Skill development in India: The vocational education and training System, Draft, 2006.
- Eleventh Five Year Plan (2007–2012), Planning Commission, Government of India; available on <http://planningcommission.nic.in/plans/planrel/11thf.htm>.
- JSDM, (2015). *Jharkhand Skill Development Mission (JSDM) 2014-15*. MHRD, Govt. of Jharkhand, Ranchi.

Partnership for 21st Century Skills (2008). Transition brief: Policy recommendations on preparing Americans for the global skills race. Tucson, AZ: Partnership for 21st Century Skills.

## **CAREER MATURITY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SEX, AND SOCIO-ECONOMIC STATUS**

---

Dr. Elizabeth Gangmei, Assistant Prof in Education, RIE, Bhubaneswar  
Dikila Lepcha, DIET, Faculty Sikkim, Email-dickeila13@gmail.com

### **Abstract**

*Education plays an important role to provide ample opportunities for the development of an individual. In other words it is a continuous process of preparation or getting the child ready for future profession or career. It is all the more crucial for the adolescence period when they are in the secondary and higher secondary level. Thus, the present paper based upon a research study finds out the level of career maturity of secondary school students based on some variable in secondary school at Bhubaneswar. There is some observation, findings and suggestions that aim to stimulate discussion and possible action to clarity on how students discern and understood career in general and at the personal level. The findings of the present study will help the government, teachers, and parents etc. to understand the level of career maturity so as to provide guidance and counseling service in the schools.*

*Key words: career maturity, socio-economic status, secondary level*

### **Need of the Study**

Education is a continuous and life process. Thus, it is not limited to the class-room only, neither it is limited to a particular period of life. There is always something to learn from the complex society as well as from the great book of nature. (Purkait,2006). Hence one can say that education is which includes the effect of everything which influences human personality. It enables the person to expand knowledge and helps to find new ideas and new ways of life.(Gupta,2011). In other word it is a process of preparation or getting the child ready for some future profession or career.

However Many secondary school students' finds great difficult to answer the quarries like "what you want to become in the future? Or what career are you going to choose? It is very common to see students faced a difficult task to choose a proper profession. Some students are ideal career planners where some appear to have the career indecision. Hence, there is necessary for the students to decide about his/her career with the help of proper guidance which can lessen the problem of wastage, stagnation and frustrations in all the stages of schooling and also helping them to take right decision according to their abilities and interest at an appropriate juncture.

While going through some related literature of Indian and International it has been found that various factors plays an important role on career maturity of the students. Like the findings of Kaur (2009), Creed and Patton (2003), Sultana (2001), revealed that female's maturity level will be faster than male, however, Saini and Sharma's (2013) finding were totally against with previous groups findings. Furthermore (Essampong, 2010, Salami, 2008) concluded that there is no significant difference between sex and career maturity. Besides, Parent's less education and socioeconomic status also been found for the result of low maturity level regarding the career among the students (Arulmani, Laar and Easton,2002). Some studies also shown the types of school and school environment have also a great role in deciding about the career. Researchers viewed that if the schools are providing best opportunities definitely, helping students in deciding about the career (Mahajan, 2011, Dhillon and Kaur, 2005, Tali and Ranjana 2002).

Thus the present problem to study the career maturity of secondary school students in relation to their sex and socioeconomic status has been taken up. In addition, findings of some previous studies also contradict in terms of maturity level between male and female students, and between high socio economic status and low socioeconomic status. This also causes to motivate the researcher to take up this problem.

Furthermore, while doing the review of literatures researcher come across maximum studies has been taken up either in northern or north western parts of the country, very few study has been conducted in eastern context. As such researcher finds it necessary to conduct the present study.

## Objectives

1. To find out the difference in career maturity of male and female of secondary school students
2. To find out the difference in the career maturity of high and low socioeconomic status of secondary school students
3. To find out the difference in the career maturity Government and Private secondary school students

## Hypotheses

1. There exists no significant difference between male and female students of the secondary schools in terms of career maturity.
2. There exit no significant difference in career maturity between high and low socio-economic status students of secondary schools.
3. There exit no significant difference in the career maturity between Government and Private secondary schools students.

## Methodology

### Design:

The present study was a descriptive survey type of research in which following variables were included:

#### *Independent Variables*

1. Sex ( Male and Female)
2. Socio-economic Status(High socioeconomic status and Low socioeconomic status)
3. Types of School (Government and Private)

#### *Dependent Variable*

1. Career Maturity

### Sample:

A purposive random sampling method were used to select 120 (60 male and 60 female) students from six different (3 each Government and Private) schools of Bhubaneswar, Odisha.

### Tools:

For the present study, researcher has used two standardized tools viz., (1). Career Maturity Inventory (CMI) (Attitude Scale & Competency Test), originally prepared by John O' Crites and Indian Adaptation by Dr. Nirmal Gupta, 1989 and (2). Socio- Economic Status Scale (Urban & Rural) by Dr. Ashok K. Kalia and Dr. Sudhir Sahu. (2012).

With the help of above mentioned tools a data were collected, which were then analyzes by using SPSS a social science computer analysis package and interpret accordingly. For all three hypotheses, t-test was used to study the significance of differences between different between sex, socio-economic status and types of school.

## Results

Interpretation of the results have been done objective wise.

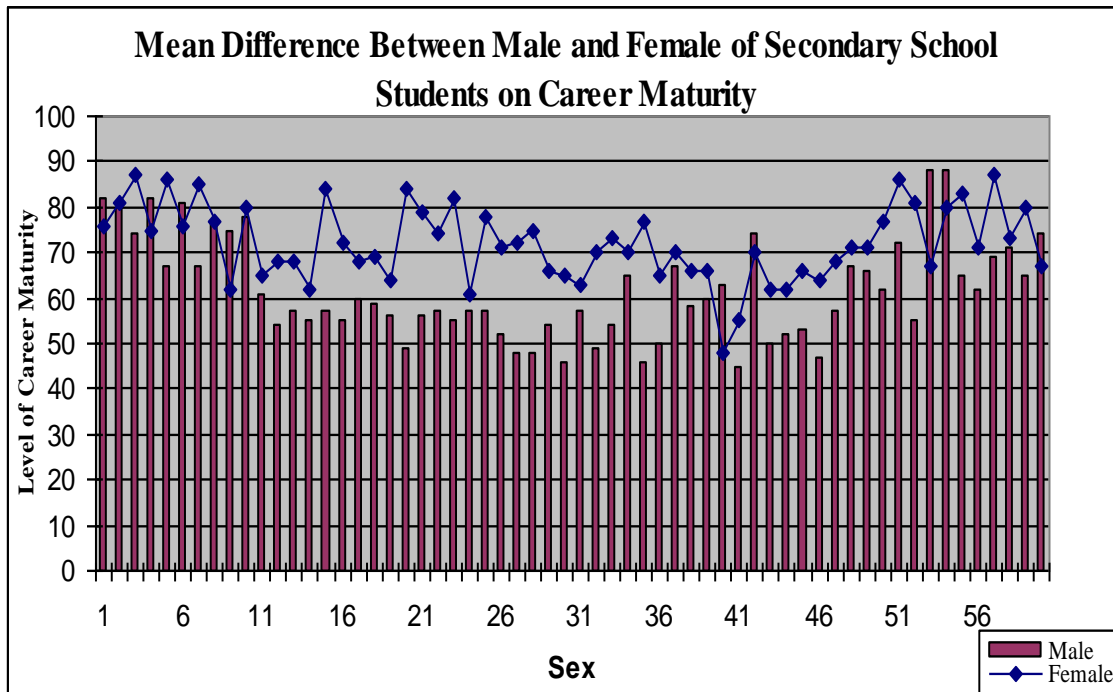
### 1. Significance of Difference between Male and Female of Secondary School Students on Career Maturity

Table 1

Variable	Group	N	Mean	S.D	t- ratio	df	Significant Level
Career Maturity	Male	60	58.72	12.83	7.24	118	.0000
	Female	60	72.68	7.65			

It is shown in the Table 1 that the obtained t- ratio (7.24) is more than the table values at 0.01 level of significance. Hence, calculated t-ratio is highly significant at both the level of significance. As a result, null hypothesis which was formulated by stating that “there exists no significant difference between male and female of secondary school students on career maturity” was

rejected. It means that there is significant effect of sex on the career maturity of secondary school students. Furthermore, the mean score of female students (72.68) on career maturity is much higher than the male students (58.72), clearly representing that female students are more matured about the career than male students.



**Figure 2: Showing distribution of scores of male and female students of secondary school students on career maturity**

Above figure shows that female scores are higher than male. Although the highest score is 88 which is of male as compare to female i.e. 87, but there is a large variation in the scores of male. As a result, their mean is lower than of the females'. The mean scores of the female is 77.68 and 58.72 is of the male from the table above. This proves that females are more matured regarding the career than male.

This result however, support the work of Gupta(2011), Kaur(2009), Creed and Patton(2003), Sultana(2001), who reported female have high level of career maturity than male.

**2. Significance of Difference between High Socio-Economic Status and Low Socio-Economic Status of Secondary School Students on Career Maturity**

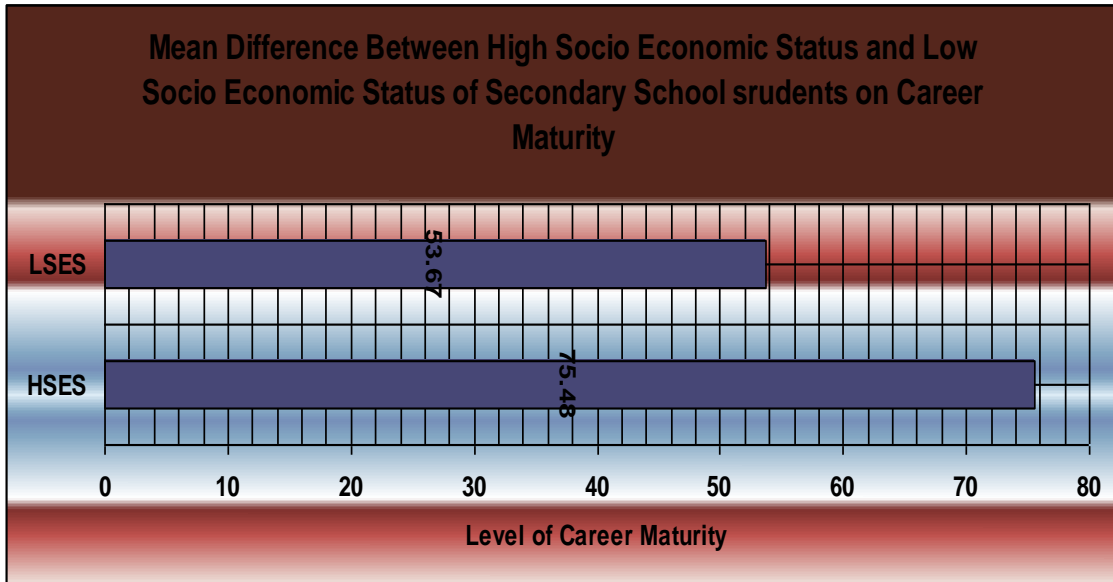
In order to find out the difference in mean scores of high and low socio-economic status of secondary school students in the career maturity, t-test was computed. This has been given in table 3.

**Table 3**

Variable	Group	N	Mean	S.D	t- ratio	Df	Significant Level
Career Maturity	HSES	87	75.48	13.59	8.64	118	.006
	LSES	33	53.67	8.14			

It reveals from the table 3, that the mean scores of high socio economic status and low socio-economic status students on career maturity are 75.48 and 53.67 with SD 13.59 and 8.14 respectively. The obtained t-ratio (8.64) is more than table value at 0.01 level of significance. Hence, calculated t-ratio is highly significant at both the level of significance.

Thus, null hypothesis which was formulated by stating that “there exists no significant difference between high and low socio-economic statuses of secondary school students on career maturity” was rejected. It means that there is significant effect of socio-economic status on the career maturity of secondary school students. Furthermore, the mean score of high socioeconomic status (75.48) on career maturity is much higher than the male students (53.67), clearly representing that students of high socioeconomic status are more matured about the career than those who have low socio-economic status.



**Figure 3: Showing mean difference between HSES and LSES of secondary school students on career maturity**

As shown in the figure above, the mean scores of high socio economic status is 75.48 and low socio economic status students on career maturity is 53.67, which clearly states that students of high socioeconomic status are more matured about the career than those who have low socio-economic status.

This result however, supports the work of Gupta (2011). The reasons could be those who have high status, are more exposed to new opportunities, which enhance their aspiration towards the career. However, it is also incorrect to say that low socio-economic status students have low career aspirations but lack of information, inadequate guidance or role models affects in deciding about the career. Also in general if we talk about the availability of the information and encouragement which high socio-economic status students receives in relation to educational opportunities or occupational alternatives is different from those with low socio-economic status. This could be the reason behind the present study’s result.

Besides, family also matter a lot in terms of career maturity of an individual. Family harmony, parental education, parent-child interaction, all affects the career maturity of the student. Many studies also shows that an individual fails to decide or take up the right decision regarding his/her career if s/he belongs to the semi-educated parents or parents lacking mutual harmony.

### **3. Significance of Difference between Government and Private Secondary School Students on Career Maturity**

In order to find out the difference in mean scores of Government and Private secondary school students in the career maturity, t-test was computed. This has been given in table3.

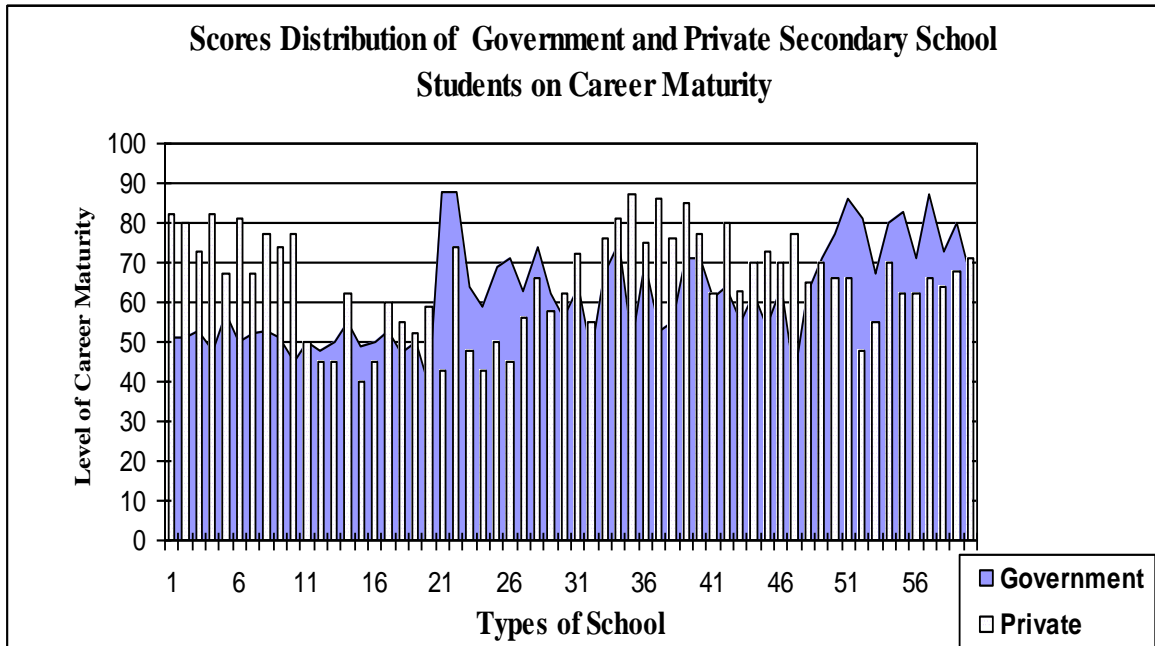


It is shown from the Table 4 that the mean scores of Private and Government secondary school students on career maturity are 65.65 and 65.75 with S.D 12.31 and 13.07 respectively. The calculated t-ratio (.043) is lesser than table value at 0.01 level of significance. Hence, calculated t-ratio is not significant at both the level of significance.

Hence, null hypothesis which was formulated by stating that “there exists no significant difference on the career maturity between Government and Private secondary school students” is accepted. It means that there is no significant effect of types of school on the career maturity.

**Table-4**

Variable	Group	N	Mean	S.D	t- ratio	Df	Significant Level
Career Maturity	Private	60	65.65	12.31	.043	118	.428
	Government	60	65.75	13.07			



**Figure 4: Showing distribution of scores according to the types of school students on career maturity**

Figure above shows the distribution of scores on career maturity according to the types of schools in which it has been observed that there is no such difference between the mean i.e.

65.65 and 65.75 of private and government schools, respectively. In other words it can be said that there is no such difference between government and private school students in terms of higher or lower career maturity. They are almost equal in this regard.

The reason for this result could be that in present scenario, government as well as all other concern authorities are very much concern about the education with quality and are jointly working together to provide such education for all, even for all types of schools. Many educational programmes like are Sarva Siksha Abhiyan(SSA), Rastriya Madhyamik Siksha Abhiyan or Universalization of Secondary Education (USE) are also functioning with all possible efforts to give free and compulsory education up to the elementary level under SSA (now it has also come up in the form of fundamental rights i.e. Right to

Education, 2009) and free education till secondary level under USE. In this regard, the former MHRD minister Sri Kapil Sibal has also appealed all States and UTs to make use of the opportunity (The Hindu, April 1, 2010).

### **Major Findings**

1. It has found that there is a significant difference between the male and female students of secondary school student on career maturity. The obtained t- ratio (7.24) is more than the table values at 0.01 level of significance. Therefore, null hypothesis was rejected. It has also been found that female students are better in deciding about the career than male students.
2. The obtained t-ratio (8.64) is more than table value at 0.01 level of significance; hence, it has found that there is significant effect of socio-economic status on the career maturity of secondary school students. It also reveals that students of high socioeconomic status are more matured about the career than those who have low socio-economic status. Hence the null hypothesis was rejected.
3. There is no significant effect of types of school on the career maturity. The mean scores of both types of schools are almost same i.e. 65.65 of Private schools and 65.75 of Government schools. The calculated t-ratio (.043) is lesser than table value at 0.01 level of significance. Hence, calculated t-ratio is not significant at both the level of significance making null hypothesis accepted. It means that there is no significant effect of types of school on career maturity.

### **Conclusion**

Career which has a vital role in one's life could not be chosen in a single day or in a minute. In fact it needs some level of maturation so that a person can think and choose the correct one. Therefore, various factors are there which directly or indirectly influence the adolescent to make a right choice. In this present study on the basis of obtained answer after interpreting the data, it can be concluded that male students are not much matured than the female students while deciding about the career. The result also corroborated the work of Gupta (2011), Kaur (2009), Creed and Patton (2003), Sultana (2001). Unlike the sex, socio-economic status also considered as an important factor for deciding the career of the adolescents. Result of which can be seen in this present study also, where it is revealed that students with high socio-economic status are more privileged with all kinds of facilities making them to think and decide about their career in advance as compare with those having low socio- economic status. However, with the new educational policies and programmes like, SSA, Mid- Day Meal, RTE Act 2009 and so on, really boosting the standard of government schools. As a result when present study tried to see the difference between the government and private school regarding with career maturity of the students found that there is no significant difference between these schools.

### **Recommendations**

Career choice is the most important for the individuals, especially for the adolescents. In last grade of high schools, it is desirable that all students must think about their future and decide to what they want to be. At the crucial juncture of Adolescence, they are in need of having more information about themselves, career, and opportunities related to interested occupational fields.

Therefore, being the guide to show them the correct path, school counsellors, parents, teachers, school authority have a great responsibility to help the students in this point by following under given guidelines:

1. They should encourage students to think logically about the connections between skills developed by the subjects and those skills used in career that interest them.
2. Attempt to motivate students to see the importance of their level of academic efforts, by helping them to connect their own academic studies to the world of work and their interest.
3. Students should be exposed by giving a wide range of career alternatives such as career exhibition in the school in an effort to clarify, promote their interests, development and help them in taking correct decision thus finally landing in correct place.
4. Being guide or mentor teacher and parents should always talk with them about the characteristics of successful persons. However students here should not be expected to

follow the same strategies as of the successful persons. It could lead to negative impact on adolescent if they are told to do the same. Rather making them to understand themselves first and make decision in proper way. Therefore, care should be given here.

5. It will be great helpful if students are provided with opportunities to have career related success experiences that can serve to further reinforce their interesting and pursuit of, various occupation.
6. Students should be guided in collecting career information related to the areas of their interest by interviewing people at work, and through reading various materials. Such strategies integrated with the subject matter curriculum might help in developing some skills and competencies for career decision making. Furthermore, such a curriculum would contribute in shaping the personality in desire way which would help the students in dealing better with the challenges of decision making and may help them in relating themselves to the world of work more realistically.
7. Parents and teachers should given freedom to take some decision by the adolescents of their level. It will encourage them to think independently and try to seek for better option to solve the problem wisely.
8. In the Indian context of education and career, large scale of unemployment resulting frustration could perhaps be avoided, if students are aided from the very beginning, during school years, in developing maturity in their attitudes towards work and in acquiring skills of career decision making.
9. Curriculum should be frame in such a manner which could cater students belonging to different socio-economic status in a classroom. Even attitude of the teachers towards the students having low socio-economic status must be equal of those with high socio-economic status.
10. Government should provide all facilities as per the need of the types of school, so that students should not feel deprive of anything while doing any kind of work or achieving their goal.

### References

- Aggarwal, J. C. (2000). *Theory and Principles of Education: Philosophical and sociological Bases of Education*. Vikash Publishing House Pvt. Ltd. New Delhi.
- Arulmani, G., Laar, D.V. and Easton, S. (2002). *Career planning orientations of disadvantaged high school boys: a study of socioeconomic and social cognitive variables*. International Journal for Educational and Vocational Guidance, Vol. 3, Issue 3.
- Best, J.W. and Kahn, J. V. (2004). *Research in Education*. Prentice Hall of India Pvt. Ltd., New Delhi.
- Bholanath, S. (2004). *Effect of career guidance on grade 9 learners' readiness to make career choices*. Unpublished Master Dissertation, University of Zululand.
- Career Development II, Module 11 (2009). Department of Educational Psychology and foundations of Education, National Council of Educational Research and Training. New Delhi.
- Creed, A. P. and Patton, W. (2003). *Differences in Career Attitude and Career Knowledge for High School Students with and without Paid Work Experience*. Journal for Educational and Vocational Guidance 3: 21-33.
- Dhillon, U. and Kaur, R. (2005). *Career Maturity of School Children*. Journal of the Indian Academy of Applied Psychology, Volume 31, No.1-2, 71-76.
- Essampong, P. (2010). *Effect of instructions in career explosion skills on career maturity of Senior Secondary School Students in Cape Coast, Ghana*. Faculty of Education. University of Cape Coast
- Gupta, L. (2002). *A Study of Future Awareness, Vocational Interest and School Adjustment of Senior Secondary Students*. Unpublished Master Dissertation, Kota Open University.
- Gupta, N. (1991). *Career Maturity of Indian School students*. Anupama Publication, Krishna Nagar, Delhi.
- Gupta, N. (1989). *Manual for Indian Adaptation of Career Maturity Inventory (CMI)*. Agra: National Psychological Corporation.

- Gupta, P. (2011). *Study of Career maturity of Senior Secondary school students with regards to their gender and socio-economic status*. Vision- Research Journal of Education, Vol.II, No.II, pp.93-102. Sri Sai College of Education, Pathankot.
- Hasan, B. (2006). *Career Maturity of Indian Adolescents as a Function of Self-Concept, Vocational Aspiration and Gender*. Journal of the Indian Academy of Applied Psychology, Vol.32, No. 2, 127-134.
- Kalia, A.K, and Sahu, S. (2012). *Manual for Socio- Economic Status Scale (Urban & Rural)* Agra: National Psychological Corporation.
- Kaur, P. (2012). *Career Maturity among Adolescents in Relation to their School Climate*. International Journal of Research in Education Methodology, Vol. 1, No. 1.
- Mahajan, G. (2011). *Socio-Economic Status: A Determinant of Occupational Aspiration Level of Secondary School Students*. Vision- Research Journal of Education, Vol.II,No.II, pp. 58-67. Sri Sai College of Education, Pathankot
- Mohan, S.(1999). *Career Development in India: Theory, Research and Development*. NCERT, Vikash Publishing House Pvt. Ltd. New Delhi.
- Mubiana, B.P.(2010). *Career Maturity, Career Knowledge, and Self Knowledge Among Psychology Honours students: An Exploratory Study*. Unpublished Magisterartium in Research Psychology. University of Pretoria.
- Novakovic, A. and Fouad, N. A. (2012). *Background, Personal, and Environmental Influences on the Career Planning of Adolescent Girls*. Journal of Career Development. Sage publication.
- Nur, A. (2010). *The Relationship between Vocational Maturity and Hopelessness Among Female and Male Twelfth Grade students*. Unpublished Master Dissertation, Middle East Technical University.
- Pandey, V.C. (2008). *Educational Guidance and Counselling*. Isha Books, New Gupta Colony, Delhi.
- Purkait, B.R.( 2006). *Principles and Practices of Education*. New Central Book Agency(P) Ltd., Kolkata.
- Saini, R. and Sharma, R. (2013). *A Study of Vocational Maturity of Secondary School Students in Relation to Academic Achievement of Ambala District*. Indian Streams Research Journal, Vol. 3, Issue 1, Solapur,Maharastra.
- Salami , S.O. (2004). *Relationship between Problem-Solving Ability and Career Maturity among High School Students in Nigeria*. International Journal for the Advancement of Counselling. 26(1): 79-94.
- Salami, S.O. (2008). *Gender, Identity Status and Career Maturity of Adolescents in Southwest Nigeria*. Journal of Social Science, 16(1): 35-49.
- Santosh and Kaur, R. (2009). *Socio-Economic Status as a Correlate of Vocational Interests of Secondary School Students*. EDUTRAKS, Vol. 8, No. 6, pp. 35-38. Neel Kamal Publication Pvt. Ltd. Hyderabad.
- Sengar, P.S.(1994). *Adolescents and Career Building*. Chugh Publications, Allahabad .
- Sultana,R. (2001). *A Comparative Study of the Vocational Interest of the Students of IX Standard of Urdu and Marathi Medium Schools of Aurangabad City*. Unpublished Master Dissertation, Kota Open University.
- Thakur, S. (2011). *Study of career maturity in relation to school environment among secondary school students*. Unpublished M.Ed. Dissertation. Amritsar : Guru Nanak Dev University.
- Walker, Q.D. (2010). *An investigation of the relationship between career maturity, career decision self-efficacy, and self-advocacy of college students with and without disabilities*. Unpublished Ph D Dissertation, the University of Iowa.

## **TEACHER COMPETENCY AND LEARNING ENVIRONMENT FOR LIFE SKILLS DEVELOPMENT**

---

Sunandita Bhowmik, Research scholar. Regional Institute of Education, NCERT, Bhubaneswar

### **Abstract**

*The level of teacher competency and learning environment are the precursors of life skills development among the children. Life skills should be integrated with the content and process of education and need to be transacted within and outside the classroom situations through curricular and co-curricular activities for integrated personality development of children. The teaching learning environment needs a change in the schools. Teacher's healthy attitudes and willingness towards their teaching strategies play an important role to develop the competencies of life skills among children. Teachers' verbal and non-verbal communication with the children creates a conducive learning environment that ensures ability of critical and analytical thinking among children.*

**[Key words:** *Teacher competency, learning environment, critical thinking, self-awareness, core life skills*]

### **Introduction**

Primary curriculum should be prepared in compliance with the aim of developing life skills of students. The existing school curriculum needs to be shifted from content based to life skills based. Education, particularly the primary education is the crucial stage of child's development. Education needs to be intimately linked with the necessary life skills. Effective acquisition of life skills can influence the way one feels about oneself and others and can enhance one's productivity, efficacy, self esteem and self-confidence. Life skills are needed for creating a demand and effectively utilizing the existing education, health and other services.

### **What are Life skills?**

Life skills are psycho-social abilities that empower individuals to connect with self as well as others and develop healthy lifestyle and positive behaviors.

The World Health Organization (1993) has defined life skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life."

### **Need for life skills in Primary education:**

The ultimate goal of providing life skills in primary education is to develop logical mind and rational thinking among children. Learning can no longer be regarded as the simple transmission of more or less routine practice. The young children of today have common symptoms like low tolerance, low self-esteem; they get easily agitated and want instant pleasure. Changes in social, moral cultural and religious values have made life stressful for children. This can be observed in the rise of crime and suicide rates. Necessary life skills will promote healthy attitudes and will enable children to think critically and respond to real life situation in positive and responsible ways. Life skills inculcate strong mental health among children.

### **Core Life Skills**

Core life skills are ability for adaptive and positive behavior that individuals to deal effectively with the demands and challenges of everyday life. Adaptive means that a person is flexible in approach and is able adjust in different circumstance. Positive behavior implies that a person is forward looking and even in difficult situating can find a ray of hope and opportunities to find solution.

Life skills should be gender inclusive. The gender roles, structured beliefs, attitudes and actions that discriminate girls should not be reflected in the life skills education. The life skills are meant to develop equal competencies and positive attitudes among both boys and girls. A gender inclusive approach should be used in school which would ensure that when both boys and girls leave school ,they will be equipped with necessary skills of critical and analytical thinking, problem solving and taking independent decision in their life.

UNICEF, UNESCO, WHO and YUVA list a set of ten core life skills as :

- Self Awareness
- Empathy
- Critical Thinking
- Creative Thinking

- Decision Making
- Problem Solving
- Effective Communication
- Inter personal Relationship
- Coping with Stress
- Coping with Emotions

NCERT lists out another five life skills which are: Household related, Accessing public services, Family related skills, Environmental awareness and Legal literacy.

The present study has emphasized five life skills which are essential for primary children . These are: Self Awareness

Communication skills

Environmental awareness

Critical Thinking

Creative Thinking

Skills of health and Hygiene

### **Objectives**

The main aims of this study are as follows:

1. To study the different forms of life skills integrated in the curriculum of Ashram schools and Private Schools
2. To explore the classroom as well as school environment essential for life skills development
3. To find out the level of teacher competency in relation to life skills education
4. To study the influence of teaching practice on life skills development

The study investigated the prevalence of different forms and means of life skills which are integrated in Ashram schools and Private schools. The study also critically analyzed the teacher competency and existing school environment in developing life skills education. Two Asramik schools namely, Swami Pranavananda School and Ananda Marga Primary School were chosen for study. Two private schools are Don Bosco Convent School and Auxillium Convent School . All the schools are located in Siliguri, West Bengal.

Data are presented in two forms: quantitative in order to present overall findings for easier comparison and to demonstrate the range and relative frequencies of specific answers in detail; and qualitative in order to represent the child’s voice and original scenario of school environment.

### **Tools and Techniques**

Questionnaire for teachers, classroom observation and semi structured interviews were selected as tools and techniques for collecting data. A degree of flexibility was allowed so that the content could be expanded and further probing undertaken if necessary.

**Self Awareness:** Self-awareness includes children’s recognition of themselves, their character, strengths and weaknesses, desires and dislikes. It is a pre- requisite for effective communication, interpersonal relationship and empathy. Self perceptions develop from child’s experiences, his success and failure.

**Self Concept:** Components of the self-concept include physical, psychological and social attributes, which can be influenced by the individual’s attitudes, habits, beliefs and ideas. Everyone has a concept of what they are and who they are.

To know the child’s knowledge of self, a direct question was asked to define “ a child”. Data from additional questions which explored their experience of being a child in more depth, their self concept and their preferences for either childhood were also added here in the following table.

Data were categorized into three types: physical, behavioural, Lifestyle. Few answers were ambiguous and could not fit under any type.

	<b>Physical</b>	<b>Life-style related</b>	<b>Behavioral</b>	<b>Ambiguous</b>	<b>Total no. of students</b>
<b>Ashram school</b>	9(45%)	7(35%)	4(20%)	1(5%)	20
<b>Private school</b>	12(60%)	4(20%)	1(5%)	3(15%)	20

Most of the children in both the school considered them as “ a small” being. The second largest category is life-style related. The Ashram school children have expressed the life- style in positive manner. These related to how children play and have fun, have teacher and parents to care for them, who love and play with them, watch children’s television program. Whereas children of private school expressed pessimism about the life style, citing fears about teachers, senior teenagers of school, not getting space in playground, about the evaluation of test copy etc., having restrictions placed upon them and less power than adults.

Studies revealed the Influence of Teacher competency Factors and Student Life Skills on Learning Achievements.

- Teacher competency factors are (in descending order):
- Curriculum and Learning management
- Ethic and Integrity
- Building Relationship and collaborative with community for learning management
- Educational measurement and Evaluation
- And Finally, Self –development

### **Critical Thinking**

Critical thinking includes skills in applying, analyzing, and evaluating information . Critical thinking is thus associated with higher order thinking skills (Bloom, 1956) that facilitate the logical reasoning required. Critical Thinking encompasseses a set of skills including the ability to assess reasons properly, probe into pertinent evidence and figure out fallacious arguments in educational setting. Developing critical thinking or promoting the ability to think critically is a prime goal of education. A key factor to improving educational standards is training teachers into employing classroom strategies that encourage critical thinking.

Reflective thinking and teaching practice are the precursors for incorporating critical thinking. Research has found that the reflective thinking skills of teachers and how they perceive themselves and their teaching are important for incorporating critical thinking skills.

Critical thinking is the ability to think in an objective manner, that means analyzing and making judgment about what has happened. Children were asked to make a judgment about two situations. The ability to logically analyze the fact, giving reasons and taking decisions indicate their level of critical thinking. A self made questionnaire is prepared to understand the teaching practices of the teachers of both the school.

Statements	Always	Frequent	Seldom	Very Rare	Never
Using innovative practice, going beyond the order					
Keep on changing strategies of instructions to attain intended goal					
Ask students HOT questions					
Integrating prior experiences					
Using various technologies in classroom instruction					
Analyzing the facts considering ethical facts					
Describing activities that bring about contextual awareness					
Sharing learners’ experience					
Challenging existing methods and using alternative ways					

The above studies revealed the relation between teacher competency factor and development of critical thinking.

Structured interview was conducted with the aim of eliciting the skills of critical thinking and their perceptions of teaching practices. Total 9 Teachers of both the schools were selected for interview. Mainly behavior questions and opinion questions were asked to the teachers to explore the following areas:

Ability to self assess and self development, Awareness of how one learns, Developing life- long learning skills and teachers' perceptions of their own teaching approach.

It has been found that most of the private school teachers are not ready to accept criticism. They only follow the instructions of the authority and finish the syllabus within the stipulated time. They did not develop the ability of logical reasoning and thereby rejecting the new ideas even if they have logical evidences. Students' feedback are discouraged. Whereas, in Ashram schools, teachers accept students' feedback and accordingly bring changes in their teaching practices. Teachers illustrate with evidence and experiences for better comprehension. Teachers are more flexible to use innovative strategies.

### **Community Life**

Schools must cultivate students' ability to create value in each moment. Makiguchi (1981-88) believed real happiness occurs when individuals, as members of society, become human beings who contribute to the development of society by participating with people in joys and sorrows of daily life.

The predominant condition for moral training is community life, the society of school. Ashram schools cultivate and create conducive climate for community life by attrition mind with mind, knowledge of other characters, perception of weakness and strength, feeling of duty, generous competition, unselfish giving of one's self for the good of the community. The child acquires lessons by observing and practicing. Here classes learn to respect each other, the children of the rich and the poor, the intelligent and the ignorant are fused and blended by mutual action and mutual love. The common schools present the perfect means of moral training, order, work, and play all tending to the cultivation of true manhood. Service project is compulsory in Ananda Marga primary school curriculum. In Swami Pranmavanand School curriculum, community service is given priority. Children of different grades engage in mutual assistance and support. Children has gradually evolved from sense of individual to the sense of social self.

### **Prevalence of Life-Style Related Non-communicable Diseases**

Regular physical activity and observation of healthy habits play key role in preventing hosts of NCDs. Some of the common NCDs found among school children are : obesity, juvenile diabetes, cardio-respiratory problems, less muscle strength and improper motor skills.

It has been found that in Ashram School, there is regular thirty min. physical exercise along with some yogic postures in the beginning of class. There are 156 min. total physical exercises per week. Although, in private school physical activities are there in curriculum, but it is fixed in last hour when the children and instructor both remain tired and exhausted, and these classes are treated as least important. Therefore, the children do not get the benefit of exercise. The ultimate result is decreasing quality of life and escalating healthcare expenditures.

The following data is showing average wt. of 4<sup>th</sup> grade children.(N==20).

In case of Ashram school children, 13(65%) are around the standard wt.

4(20%) children showed over weight and 3(15%) are under weight. In Private school, 4(20%) children tend to obesity, 9(45%) are overweight, 1(5%) are under weight and 6(30%) are around standard weight.

### **Healthy habits in Ashram School:**

Bringing only vegetarian items in school

In the beginning, there is morning circle with meditation and quiet time

Regular health check up in assembly

No fast food is allowed as Tiffin

### **Verbal and non-verbal communication of teachers and their impact on learning environment :**

Effective communication is the ability to express ourselves both verbally and non-verbally in an appropriate manner. This means being able to express desires, opinions and fears and seek assistance and advice in times of need. Skills include- verbal/non-verbal communication, active listening, expressing feelings, giving feedback without blaming and receiving feedback. Few of the children's



copy of grade four were observed carefully and found that teachers use harsh comment or write unusual comments on children's copy. It has adverse affect on children's psychic field. As a result of which the learning environment deteriorates . When the children were asked to mention the things that need to be changed in school, most of the of children expressed fear about teachers' comments and were worried about the comment passing by teachers and the comments writing on their copies. The following necessary skills of Ashram School observed in classroom ensured effective communication.

- Active listening skills
- Touch or hug the child while talking
- Eye to eye contact while talking
- Bend to the height of child while talking
- Positive reaction while questions are asked
- Ready to get feedback and bring change in their teaching strategies
- Allowing peer interaction in class

### **Major Findings**

- 1.As in the private schools, heavy weight age is given on testing the scholastic areas, some life-skills, although are inherent in the structure of the school curriculum but these do not get developed. In Ashram school, two important life-skills namely, health and hygiene and self awareness and self-esteem get developed. Another significant skill noticed is making relationship with others.
- 2.Teachers' attitudes and willingness towards critical and analytical thinking are very less in both the schools. Although few teachers(3 of 9,33%) of private school showed positive attitudes to incorporate innovative strategies in their teaching practices.
- 3.Students of private schools tend to obesity as 58% children showed over weight. They are less aware of healthy habits than Ashram schools.
4. Analysis of teachers' opinion about the critical and analytical thinking ability in Ashram school showed that technological and material deficiencies and teachers' incompetence were the main reasons.

### **Educational Implications**

1. Primary curriculum should be reshaped keeping in view the importance of life- skills in children's daily life. There is a need to develop life skills among the children so that they can develop relationships between learning, acquired knowledge, life and the needs of the society.
2. The study has implication for both pre service and in-service primary teacher training programme for life skills development. Teacher is an instrument for life skills development. They need to be trained to develop these competencies.

### **References:**

- Adams,Kate.(2012). What is Child? The children's perceptions. Cambridge Primary Review.
- Adams, K. (2010). Unseen worlds: Looking through the lens of childhood. London: Jessica Kingsley.
- Bassham, G., Irwin, W., Nardone, H., & Wallace, J. (2005). *Critical Thinking: A Student's Introduction*. Massachusetts: McGraw Hill.
- Berminham, Merinda.(2015).Critical Thinking: Its Four Formidable Features.Melbourne. Australia.
- Bhattacharya, B.(2011).Application and Support Skills. School of extension and Development Studies.IGNOU. New Delhi
- Cullingford, C. (2006). Pupils' views of the school experience. In R. Webb (Ed.), *Changing teaching and learning in the primary school* (pp. 60–70). Maidenhead: Open University Press.
- Lipman, M. (1988). Critical Thinking—What Can It Be? *Educational Leadership*, 46, 38-44.
- Shaksham(1998): Report of the National Workshop organized by SCOPE, UNFPA and NCERT on ' Gender Sensitive Life skills Issue: New Delhi.
- Srivastava, Gouri and Y, Mona.(2002).Module on Integrating Life Skills with Education at Elementary Stage
- W.H.O.(1997): Coming of Age: From Facts to Action for Adolescents Sexual Reproductive Health.
- YUVA(2005):Handbook for Teachers for Schools Adolescence Education Programme. Department of Education, Delhi State Control Society.

## VOCATIONALISATION OF SCHOOL EDUCATION: AS A CAREER PATHWAY FOR CWSN

---

Miss. Smitarani Behera and Mr. Gautam Kumar, Pre. Ph.D. Scholar, Regional Institute of Education (NCERT), Bhubaneswar-751 022, [Email-Smitabehera.edu@gmail.com](mailto:Email-Smitabehera.edu@gmail.com)

### Abstract

*Preparation of the students for the workforce is an important role of school. The need of introduction and transformation of vocational education was felt simply because this will provide well-skilled workforce that is trained to meet the demand of the country. With regard to this, vocational education for students with special needs should not be marginalized. Compared to their nondisabled peers, students with disabilities are more likely to experience unemployment or underemployment, lower pay, and job dissatisfaction. Actually the community at large is often unaware of the potential of children with special needs. The special vocational education curriculum is an alternative curriculum to provide fresh opportunities for children with special needs. This paper explore the issues and challenges of vocational education for children with special need towards their career preparation. Research reports indicates that there are three major challenges, namely the difficulty in implementing teaching and learning in vocational education, in collaboration challenges and challenges in the provision of career experience for CWSN. This paper will explain problems in the implementation of vocational education for children with special need in line with their abilities and meet the needs of employers.*

**Keywords:** Vocational Education, Children with special need, career preparation.

### Introduction

Education is most essential tool for empowering people with skill and knowledge for leading a successful life. Therefore, all children should get education of comparable quality irrespective of caste, creed, region and degree of disability. India is the largest democracy in the world. According to census 2011, there are 1.2 billion people in the country, out of which, about 833 million people live in the rural areas. United Nations observes that 10% of the populations has disability and there are 120 million people with disability in India. Census 2011 shows that there is 22.4% decadal growth disability in India.

Preparation of the students for the workforce is an important role for school. The need of introduction and transformation of vocational education at school level was felt simply because this will provide well – skilled workforce that is trained to meet the demand of the country to enter the job market. With regard to this, vocational education for students with special needs ranging from learning disability, hearing impaired and visually impaired should not be marginalised. Vocational education is the prerequisite for the preparation of pupils with special needs to compete in the job market.

Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities. Vocational education is concerned with the training on vocation and is related to productivity which prepares individuals for jobs. When vocational educational education is mixed with general education it is termed as vocationlization of education. Vocationalization of education is designed to introduce manual skills in general education, which means training in some vocations at the school level. Vocationalised School Education refers to a curriculum which remains overwhelmingly general or 'academic in nature, but which includes vocational or practical subject as a minor portion of the students' time table during the school course.

### Rationale of Vocational Education for CWSN

Job is the central part of a life. For a happy and prosperous life job plays an important role in every individual's life. It can provide a sense of accomplishment, pride and an enormous effect to our overall life satisfaction. The people with disabilities are hardly able to get this life satisfaction due to lack of transitional and vocational programmes in different work environments. They have also right to enjoy their life. So the people with disabilities should be given opportunities to explore with vocational skills.

Compared to their nondisabled peers, students with disabilities are more likely to experience unemployment or underemployment, lower pay, and job dissatisfaction (Dunn, 1996). Many students with disabilities as well as those with chronic achievement problems dropout before completing their high school and less likely to obtain a job. Vocational education can better engage and support these students by helping to identify their strengths and interests and providing them with the skills they need to succeed in the workplace.

As per the Guidelines for Vocationalisation of Secondary & Higher Education, MHRD (2014) the aim of introducing vocational education at secondary level and higher secondary level is to enhance the employability of the youth through demand driven competency based, modular vocational courses and at the same time reduce the dropout rate at the secondary level.

A large number of children with disabilities live in families with income significantly below the poverty level. According to Mondal & Mete (2012), while disability causes poverty, it is also possible that in a country like India, poverty causes disability. The combination of poverty and disability results in a condition of “simultaneous deprivation”. This is a syndrome that sets up barriers to the participation of persons with disabilities in the normal routines and activities of the community, including regular schooling. Vocational education for students with special needs will help them in their quest of acquiring a specific skill in the line of their capabilities and abilities. They can use the skills acquired to be independent by either to get a job or to apply the skills to engage themselves in business and entrepreneurship. Curriculum structure that is accompanied by training of career experience, vocational education and employment goals are an indicator to get a better job (Fabian et al, 2007).

### **Vocationalisation of School Education**

The aim of introducing vocational education at secondary level and higher secondary level is to enhance the employability of youth demand driven competency based, modular vocational course and at the same time reduce the dropout rate at the secondary level.

Secondary Education Commission (1952-53) recommends that, the aim of vocationalisation of education is to improve the vocational efficiency of the students. Therefore, the Commission emphasised on increasing the productive & vocational efficiency of students and it recommended for diversified courses in multipurpose schools. The Indian Education Commission (1966) pointed out that vocationalisation can bring education into closer relationship with productivity. It also recommended to give a strong vocational bias to secondary education and to increase the emphasis on agricultural and technological education at university stage. The National policy on Educating (1986) and its revised formulations gave stress on the introduction of systematic, well planned and rigorously implemented programmes of vocational education.

Now-a-days, vocational education has got due impetus due to the development of science and technology. So planning and implementation of the programme will certainly help in controlling and solving the problem of educated unemployment of our country.

Following are the aims and objectives of vocationalisation of education according to the National Policy on Education, 1986.

1. To develop a healthy attitude among students towards work and life.
2. To enhance individual employability.
3. To reduce the mismatch between the demand and supply of skill man-power.
4. To provide an alternative for those intending to pursue higher education without particular interest or purpose.
5. To prepare students for identified vocations spanning several area of activity.
6. An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self-employment.
7. To provide opportunities to fulfil the needs of women, rural and tribal students and the deprived sections of society.
8. To give opportunities for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.

### **Issue and Concerns**

Vocational education basically consists of the preparing students skilful and directly linked with their career opportunities in future. Of-course vocational education provides better employment

opportunity, recognition of person in society and self-dependency. Keeping the above points in mind, vocational education have been introduced into a school education for holistic development of child to equip them with better employment opportunity, which in turn will provide better skilled workforce for industries. However the status of vocationalisation of school education for a child with special need is lacking in several parameters which needs to be addressed for its effective implementation. The following points deliberates on the issue and concerns of vocational education for children with special need.

- a) **Curriculum:** There is a common vocational education curriculum is still prevailing in our school educational set-up. But the need of every individual child is different in nature. Especially when we are considering the case of CWSN the need of every child differs and it also varies with the type & degree of disability of the child. Un-appropriate vocational education curriculum vocational education curriculum seems to be one of the major obstacle in vocationalising the school education for CWSN. Vocation education curriculum for children with special need should not be too academic in nature (Siti, 1999). It is therefore must be compatible with the capacity of the students and should be customised as per the need of the child in order to absorb the content available and thus can acquire the specific skills required.
- b) **Quality Teacher:** The vocation education for CWSN directly proportional to the availability of the capable quality teachers. The success of any training programme depends on professionally qualified educator. It is due the fact that teachers are the catalyst toward the implementation of vocational education. Taylor (2012) emphasized that the role and attitude of teachers greatly influence the achievement of students, therefore teachers need to promote self-reflecting attitude or show high self-esteem to motivate students and to project a positive attitude for the future.
- c) **Teachers' Attitude:** The vocational education for CWSN is directly proportional to the availability of the capable quality teachers. It is due the fact that teachers are the catalyst towards the implementation of vocational education. Taylor (2012), emphasized that the role and attitude of teachers greatly influence the achievement of students, therefore teachers need to promote self-reflecting attitude or show high self-esteem to motivate students and to project a positive attitude for the future.
- d) **Infrastructure facility:** The NPE, 1986 inter alia states "The introduction of systemic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational reorganisation." Vocationalisation of the school education has been conceptualised and implemented with the great enthusiasm that it will empower child and society by making them skilled manpower, which in turn help the child itself as well as society. But majority of the schools under vocational education are running without proper infrastructure facilities. Institutions are with disabled friendly physical infrastructure and facilities. Even specialised faculty who can understand the need and difficulties of CWSN have been not recruited, so they lack to train them properly. The assessment of infrastructure and resources available in the school where vocational education for CWSN is to be introduced, including teachers, classrooms, labs, computers, etc. should be carried out as per the need of CWSN.
- e) **Special Vocation Education schools for CWSN:** Vocationalisation of the school education programme have been implemented with the great aim to equip our next budding generation with the skilful hand. Which can serve as the skilled man power to get better job opportunity or to be successful entrepreneur. Since the need of children with special need is different from the normal children and even it varies from different types of disability to degree of disability of the same type, so to train CWSN, specialised faculty, specialised curriculum as well special educational setup is very much essential or a normal school need to be re-organised. But the sad part is that neither the specialised faculty have recruited nor existing have been modified as the need of CWSN or specialised school have been started.
- f) **Selection of Trades:** Under the scheme of vocationalisation of school education Government should select vocational trades per school on the basis of the Skill Gap Analysis. Skill Gap Analysis has been conducted by National Skill Development Council (NSDC). The

Government may also refer to any Skill Gap Analysis conducted by the State / UTs or any other Agency. The Government, while selecting trades, should endeavour to opt for trades which are well suited to the needs of students with special needs.

- g) **Mobilization Community and Counselling of Parents:**In the popular mind, special need children are usually identified with very low expectations. Community at large and sometime even parent is often unaware of the potential of the children with special need. In order to sensitise community &parents and to create awareness about the potentialities of the vocational education for disabled child, community awareness and counselling programme for parents should be organised. Parent should believe in the value of educating children with special needs. The higher the expectations, the higher will be their acceptance in the family.
- h) **Industry Collaboration:** The Government may appoint the industry coordinator at State or District level to build linkages with industry and their associations. At the grass root level partnerships of schools may be drawn with industries and both schools and industry should be sensitised about the potentiality of CWSN. The school may involve the industry for training of teachers, on the job training of students, assessment of skill sets and placement of students.

### **The Path Ahead**

- i. There is need to sensitise government as well as the administration on the importance of skill training or vocational education in the context of better employment opportunity for the children with special need.
- ii. There is also a need for vertical mobility in the vocational stream. Students who complete +2 in a particular stream should be able to specialise and obtain diplomas and degree certificate so as to get value added jobs and better employment opportunities.
- iii. The vocational courses should be demand and need-based, keeping in mind the constantly changing requirements of technologies/industries. Vocational courses must have an inbuilt flexibility to allow students to switch courses with changes in demand patterns.
- iv. The existing scheme should be strengthened by involving industries through MoUs in the designing and certification of courses and training of students as well as faculty.
- v. The syllabi of vocational subjects should be updated on a regular basis to keep pace with changes in technology.
- vi. Vocational institutes should also be networked with professional institutes like the Central Food and Technology Research Institute (CFTRI), Mysore, Central Leather Research Institute (CLRI), Chennai etc. to keep abreast with technological developments.
- vii. Different vocational institute should also network for pooling of their resources pooling of the employment opportunities.
- viii. The vocational education scheme should focus on the capacity of the local industry to absorb students of a particular trade. Excess supply of students of a particular trade needs to be avoided. In this context, there is need for diversification even within a trade.
- ix. Urgent attention needs to be given to training vocational education teachers.
- x. There should be regular exchange of ideas/skills among vocational education teachers, master craftsmen and trainees.

### **Conclusion**

Education is most essential and powerful tool to prepare children with skill and vocationalisation of school education is the major initiative taken by government of India for making people well-skilled workforce. Preparing a child a workforce is the also an important role of school education. However the participation of children with special need in vocational education is not up to desired level. The Ministry of Human resource together with NCERT and Vocational Council of India should take a lead role in revamping and making vocational education a personalised need specific to CWSN. There should be specialised vocational education curriculum for the CWSN as per their ability and needs of the employer. There is urgent need of mobilising community members and parent about the potentialities of disabled child. Government should take initiative in formulating specialised training programme for vocation instructor for their attitudinal change and equipping them with skill on how to train disabled child in meaning manner.

## References

- Higher Secondary Education and Its Vocationalisation (1976), Ministry of Human Resource, Government of India, New Delhi.
- Ansari, Z.H., Rasul, M.S. & Azman N. (2014), Issues, Concerns and Prospect in Reforming TEVT in Malaysia.
- Skill Development in India: The Vocational Education and Training System (2006), World Bank Report.
- National Skill Development Policy (2009), Ministry of Human Resource Development, Government of India, New Delhi.
- National Policy of Education 1986, Government of India, New Delhi.
- Human Resource and Skill Requirement in the Education and Skill Development Services Sector – A Report, NSDC, India.
- Central Advisory Board for Education Committee Report on Universalisation of Secondary Education (2005), Ministry of Human Resource Development, Government of India, New Delhi.
- Afred, R. (2009), Vocational Education in the Dual System, Muchen.
- Report of the working group on vocationalisation, (1978). Ministry of Education & Social Welfare, New Delhi.
- CRRID (1985). Education in India: Policies planning and implementation.  
<http://mhrd.gov.in/vocationalisation>  
<http://www.hbcse.tifr.res.in/data/pdf/saurav/pec-vocational-presentation>  
<http://www.ibnlive.com/news/india/disabled-students-count-in-indian-institutions-at-0-56-per-cent-979103.html>  
[http://censusindia.gov.in/Census\\_And\\_You/disabled\\_population.aspx](http://censusindia.gov.in/Census_And_You/disabled_population.aspx)  
<http://www.nistads.res.in/indiasnt2008/t1humanresources/t1hr2.htm>  
<http://www.yourarticlelibrary.com/education/aims-and-objectives-of-vocational-education-in-india/45176/>  
<http://www.indiaeducationreview.com/article/need-vocationalisation-education-india>
-

**APPENDIX-A-RESOURCE PERSONS IN THE PLANNING MEETING HELD ON  
02/07/2015**

- Prof. B K Parida, Dean of Instructions, RIE Bhubaneswar
- Prof. Anoop Kumar, Dept. of Education in Social Science and Humanities (DESSH), RIE Bhubaneswar
- Prof. B N Panda, Head, Dept. of Education, RIE Bhubaneswar
- Prof. A K Mohapatra, Head, Dept. of Extension Education, RIE Bhubaneswar
- Dr. Ritanjali Dash, Associate Professor in Economics, DESSH, RIE Bhubaneswar
- Dr. Gowramma I P, Associate Professor in Education, DE, RIE Bhubaneswar
- Dr. Rasmirekha Sehty Assistant Professor in Education, DE, RIE Bhubaneswar
- Dr. E Gangmei, Assistant Professor in Education, DE, RIE Bhubaneswar
- Dr. Dhanya Krishna, Assistant Professor in Education, DE, RIE Bhubaneswar
- Dr. Ramakanta Mohalik Assistant Professor in Education, DE, RIE Bhubaneswar, **Coordinator for the Conference**

## APPENDIX-B-CONFERENCE BROCHURE

### Regional Conference on Quality Assurance in School Education 17-18 December 2015



Organized by  
REGIONAL INSTITUTE OF EDUCATION  
(National Council of Educational Research and Training)  
BHUBANESWAR-751022): 0674-2541409, FAX: 0674-2543782  
Website: [www.riebbs.ori.nic.in/www.riebbs.ac.in](http://www.riebbs.ori.nic.in/www.riebbs.ac.in)

**About RIE Bhubaneswar:** Established on 5<sup>th</sup> August 1963, the Regional Institute of Education (RIE) Bhubaneswar is one of the constituent units of NCERT, New Delhi. RIE Bhubaneswar caters to the educational needs (pre-service education) of teachers in twelve eastern and northeastern states and UT of Andaman and Nicobar Islands. It caters to the in-service education of teachers of Bihar, Jharkhand, Odisha, West Bengal, and Andaman and Nicobar Islands at various levels of school education from pre-primary to higher secondary level. Other need based short courses are organized after discussion with state government authorities. The institute offers courses like four year integrated B.Sc B.Ed and B.A B.Ed, two year B.Ed and M.Ed, one year M.Phil in Education, and Diploma Course in Guidance and Counselling. It is the nodal center of Utkal University, Bhubaneswar for running Pre-Ph.D programme in Education as per the new UGC Regulation 2009. The Demonstration Multipurpose School (DMS) attached to the institute is meant for trying out innovative practices in school education and teacher education.

#### **How to Reach RIE Bhubaneswar:**

Regional Institute of Education (RIE) Bhubaneswar located near BDA NICOO Park, on Sachivalaya Marg, Bhubaneswar is 4km from Bhubaneswar Railway Station and 7km from Biju Pattnaik Airport. Three wheeler and taxi facilities are available at Bhubaneswar Railway Station. The approximate auto rickshaw and taxi fare from Bhubaneswar Railway Station to RIE Bhubaneswar is Rs80/- and Rs250/- respectively and Rs350/- for pre-paid taxi from Biju Pattanaik International Airport, Bhubaneswar.

**About the Conference:** School education is the foundation which prepares learners for tertiary education as well as for life. The Government of India has been giving utmost importance for enhancing quality of school education since independence. The government has taken many initiatives and actions for improving quality of school education, which is reflected in all policy documents and reports. But the state of school education has not improved in our country to the desired extent. Further, we find differences in the quality of school education from State to State, region to region in the same State, from district to district. It is observed that many State Governments have designed and implemented different interventions for fostering quality in school education. The fourth Joint Review Mission (JRM), 2014 recommended that the MHRD should



initiate a rigorous quality assurance process of initiatives deemed “Good Practices” before they are shared across States and recommended for replication. In this context, a two-day Regional Conference on Quality Assurance in School Education will be organized to discuss and share the best practices, with the following objectives.

**Specific Objectives:**

- To discuss quality aspects of school education such as improving quality of learner, teacher, content, learning process, school environment, assessment and community participation
- To share and document best practices from eastern states for assuring quality of school education
- To discuss policies and practices for gender sensitization through education in school
- To develop state specific mechanisms for developing quality of school education

**Themes of the Conference**

- Monitoring of school: Academic leadership of HM/Principal, Development of self accountability among teachers, Student feedback and Parent satisfaction, School self-evaluation and School development planning  
Inclusion in school education: Educational interventions for SCs/STs, Minority Communities and Girls, Role of education for gender sensitization  
Role of stakeholders for quality school education: Functioning of SMC/SDMC/ PTA/MTA and other community based organizations and NGOs  
Skill development through school education: Integration of vocational skills in school education, Vocationalisation of school education, Career guidance for school students

**Invitation:** RIE Bhubaneswar invite papers from teacher educators, teachers, research scholars, educational administrators, government officials and NGO functionaries in the field of education and persons who wish to deliberate upon the themes of the conference. **All the papers should be based on best practices in school education from the State of Bihar/Jharkhand/Odisha/ West Bengal/Andaman & Nicobar Islands only.** The paper should be typed in MS Word, Font size 12 (Times New Roman), within 3000 words. There must be an abstract of the paper within 200 words. The contributors are requested to send soft copy of full paper to the email: rcrieb@rediffmail.com. **Only the first author of the selected paper will be invited to present the paper. The last date of receiving the full paper with abstract is 13<sup>th</sup> November 2015.** The list of selected papers will be notified in the institute website: [www.riebbs.ori.nic.in/www.riebbs.ac.in](http://www.riebbs.ori.nic.in/www.riebbs.ac.in) by 20<sup>th</sup> November 2015. The papers received for presentation will be selected by a scrutiny committee. Intimation to the authors of the selected papers will be sent separately indicating other details of the conference by email only.

**Conference Dates:** 17<sup>th</sup> and 18<sup>th</sup> December 2015

**Venue of the Conference:** Conference Hall, Regional Institute of Education (NCERT), Bhubaneswar.

**TA/DA:** TA/DA will be paid to the presenting author only as per norms of the NCERT (limited to 2AC rail fare on production of tickets). **Air fare is not permissible**

**Accommodation:** Accommodation on request shall be provided to the outstation participants in Sarojini Hostel of the Institute. The coordinator may please be contacted for this in advance.

**Important Dates:** Receiving abstract and full paper: 13<sup>th</sup> November 2015  
Notification of selected papers: 20<sup>th</sup> November 2015  
Conference dates: 17<sup>th</sup> and 18<sup>th</sup> December 2015

**Conference Organizing Committee**

Prof. K.B. Rath, Principal, RIE Bhubaneswar (Chairman)

Prof. B. K. Parida, Dean of Instructions (Member)

Prof. B. N. Panda, Head, Department of Education (Convener)

Prof. A. K. Mohapatra, Head, Department of Extension Education (Member)

Dr. R. K. Mohalik, Assistant Professor (Coordinator)

All the faculty members of the Department of Education, RIE Bhubaneswar (Members)

**Contact Details of Coordinator**

Dr. R. K. Mohalik, Assistant Professor, Department of Education, Regional Institute of Education, Bhubaneswar-751022, Mobile-09938103595, 0674-2540627 (Office), 0674-2543782 (Fax), Email-[rkmohalik@hotmail.com](mailto:rkmohalik@hotmail.com).

## APPENDIX-C-PROGRAMME SCHEDULE

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022

Conference on Quality Assurance in School Education

Dates: 17-18 December 2015, Venue: Conference Hall

Time	Activity	Resource Persons
	<b>Day-1 (17-12-2015)</b>	
9.00-10.00am	Registration	
10.00-11.45am	<b>Inauguration</b>	Welcome Address and about the Conference Dr R K Mohalik Address by Prof. B N Panda Address by Prof. Madhumala Sengupta Key Note Address by Prof. U. C. Vasistha Address by Prof. B K Parida, Dean of Instructions Presidential Address by Prof. K B Rath Vote of Thanks by Dr. Rasmirekha Sethy Raviranjana Kumar and Manoj Behera (Rapporteur)
11.45-12.00pm	Tea Break	
12.00-1.30pm	Presentation by Participants	<b>Theme-1: Monitoring of School</b> Prof. Madhumala Sengupta (Chairperson) Dr. S P Mishra (Co-Chairperson) Dr. Rasmirekha Sethy (Rapporteur)
1.30-2.30pm	Lunch Break	
2.30-3.45pm	Presentation by Participants	<b>Theme-2: Inclusion in School Education</b> Prof. U C Vasistha (Chairperson) Prof. C Jangaiah (Co-Chairperson) Dr. I P Gowramma (Rapporteur)
3.45-4.00pm	Tea Break	
4.00-5.30pm	Presentation by Participants	<b>Theme-2: Inclusion in School Education</b> Prof. B N Panda and I P Gowramma (Chairperson) Dr. M. Marwah (Rapporteur)
	<b>Day-2( 18-12-2015)</b>	<b>Plenary Session</b>
9.30-10.30am		Prof. G C Nanda, Prof. S K Ghosh, Dr S B Mohanty Prof. S P Anand (Panelist) Prof. U C Vasistha (Chairperson) Dr. Rasmirekha Sethy, Dr. C Sarangi (Rapporteur)
10.30-11.45am	Presentation by Participants	<b>Theme-3: Role of Stakeholders for Quality School Education</b> Prof. G C Nanda and Prof. S P Ananda (Chairperson) Dr. Ch. Ramlu (Rapporteur) Dr. A Bharadwaj (Rapporteur)
11.45-12.00pm	Tea Break	
12.00-2.00pm		<b>Theme-4: Skill Development through School</b>

		<b>Education</b> Prof. S K Ghosh and Dr. S B Mohanty (Chairperson) Dr D B Tali (Rapporteur) Dr. C Sarangi (Rapporteur)
1.30-2.30pm	Lunch Break	
2.30-3.30pm		<b>Open Discussion for Identifying Implications</b> Prof. B N Panda and Prof. B K Parida (Facilitator) Dr. Elizabeth Gangmei , Dr. A Bharadwaj (Rapporteur)
3.30-3.45pm	Tea Break	
3.45-5.30pm	<b>Valedictory</b>	Welcome and Proceeding of the Conference by Dr. R K Mohalik Feedback by Participants Address by Prof. B K Parida, Dean of Instructions Concluding Remarks by Prof. B N Panda Vote of Thanks

**Dr R K Mohalik, Coordinator**

## **APPENDIX-D-RESOURCE PERSONS IN THE CONFERENCE**

- Prof. U C Vasistha, Department of Education, Lucknow University
- Prof. (Retd.) Madhumala Sengupta, Kolkata University,
- Prof. (Retd.) S K Ghosh, Rabindra Bharati University,
- Prof. G C Nanda, Head, Dept. of Education, Ravenshaw University, Cuttack,
- Dr. C Jangaiah, Head, Dept. of Education, Central University of English and Foreign Language University, Hyderabad,
- Dr. S B Mohanty, Retd, Reader from Govt. of Odisha
- Prof.( Retd.) S P Anand, RIE, Bhubaneswar etc
- Prof. B N Panda, Head, Dept. of Education, RIE Bhubaneswar
- Prof. B K Parida, Dean of Instructions, RIE Bhubaneswar
- Dr. S P Mishra, Associate Professor, Dept. of Education, RIE Bhubaneswar

## APPENDIX-E-PHOTOS OF THE CONFERENCE



Dr. R K Mohalik, Prof. B K Parida, Prof. U C Vasistha, Prof. M Sengupta and Prof. B N Panda during inauguration



Dr. C Jangaih being felicitated by delegates



Delegates during the conference



Research scholars singing welcome song during inauguration



Dr. Mohalik briefing about the details of the conference



Prof. B N Panda addressing during inauguration



Prof. M Sengupta addressing the delegates





Prof. U C Vasistha giving keynote address during the conference



Prof. B K Parida addressing the delegates



Dr. Rasmirekha Sethy giving vote of thanks in inauguration



Delegate presenting the paper



Delegate presenting the paper under chairman of Prof. S K Ghosh



Dr. Sunil Bihari Mohanty presenting the paper in plenary session



Delegate commenting during presentation



Dr. Mohalik addressing during valedictory



Dr. Mohalik with dalegates at the end of the conference



Dr. Mohalik with team of scholars worked for the conference

