

**Six month special Training Programme in Elementary
teaching for Primary School Teacher
having B. Ed. / B. Ed. (Special Edn.) / D.Ed.
(Special Edu.)
(ODL Mode)**

Child Studies

**West Bengal Board of Primary Education,
Acharya Prafulla Chandra Bhaban
D.K. - 7/1, Sector - 2
Bidhannagar, Kolkata - 700091**

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Neither this book nor any keys, hints, comments, notes, meanings, connotations, annotations, answers and solutions by way of questions and answers or otherwise should be printed, published or sold without the prior approval in writing of the President, West Bengal Board of Primary Education.

Publish by
Prof. (Dr) Manik Bhattacharyya, President
West Bengal Board of Primary Education
Acharyya Prafulla Chandra Bhavan,
D. K. - 7/1, Sector - 2
Bidhannagar, Kolkata - 700091

Forewords

It gives me immense pleasure in presenting the materials of **(Child Studies) for Six Month Special Training Programme in Elementary Education** for the primary school teachers in West Bengal, having B. Ed. / B. Ed. (Special Education)/ D. Ed. (Special Education). The materials being presented have been developed on the basis of the guidelines and syllabus of the NCTE.

Care has been taken to make the presentation flawless and in perfect conformity with the guidelines of the NCTE.

Lesson-units and activities given here are not exhaustive. Trainee-teachers are at liberty to plan & develop their own knowledge and skills through self learning under the guidance of the counsellors and use of their previously acquired knowledge and skill of teaching.

This humble effort will be prized, if the materials, developed here in this Course-book, are used by the teachers in the real classroom situations for the development of the four skills – Listening, Speaking, Reading and Writing of the primary school children .

June-12, 2015

Prof. Dr. Manik Bhattacharyya
President, WBBPE,
Kolkata-700091

আমাদের কথা

শিক্ষার অধিকার আইন (RTE Act)-২০০৯ -এর ধারা উপধারা মাথায় রেখে বি. এড. প্রশিক্ষণপ্রাপ্ত কর্মরত প্রারম্ভিক শিক্ষকদের ডি. এল. এড. প্রশিক্ষণ না থাকা সত্ত্বেও, এই স্তরের উপযোগী শিক্ষক/শিক্ষিকা হিসাবে গড়ে তোলার জন্য N. C. T. E ৬ মাসের বিশেষ প্রশিক্ষণের ব্যবস্থা করেছেন। এই স্বল্প সময়ের প্রশিক্ষণ যাতে দুই বৎসরের ডি. এল. এড-এর সমতুল হয় তার জন্য প্রশিক্ষণ পাঠ্যক্রম ও শিক্ষণ পদ্ধতিকে উৎকৃষ্ট পর্যায়ে আনার যথেষ্ট প্রচেষ্টা করা হয়েছে প: ব: প্রা: শিক্ষা পর্ষদের তরফে।

মনে রাখা দরকার পঠন-পাঠন হবে শিক্ষার্থী বান্ধব এবং শিশু কেন্দ্রিক। অনুসৃত হবে কর্মভিত্তিক, আবিষ্কার ও অনুসন্ধানের মাধ্যমে পঠন-পাঠন প্রক্রিয়া। শিশুকে সমস্ত রকম মানসিক ভীতি ও উদ্বেগ থেকে মুক্ত করে স্বাধীন ভাবে মত প্রকাশে সাহায্য করতে হবে। শিশুর বিনাব্যয়ে বাধ্যতামূলক শিক্ষার অধিকার আইন, ২০০৯-এর ২৯নং ধারার আর্টটি উপধারা এই প্রসঙ্গে স্মরণ করা যেতে পারে। মূল্যায়ণ প্রসঙ্গে বলা হয়েছে যে শিশুর জ্ঞানের উপলব্ধি ও প্রয়োগ ক্ষমতার নিরবিচ্ছিন্ন সার্বিক মূল্যায়ণ করতে হবে।

প্রারম্ভিক স্তরের শিক্ষক/শিক্ষিকা এবং বিশেষ প্রশিক্ষণের (দূর শিক্ষা মাধ্যম) প্রশিক্ষণার্থী হিসাবে আপনার নতুন ভূমিকার কথা আপনি মনে রাখবেন— এই অনুরোধ।

আমাদের সার্বিক প্রচেষ্টা সফল করতেই হবে— এ আমাদের দৃঢ় অঙ্গীকার।

জুন, ২০১৫

অধ্যাপক ডঃ মানিক ভট্টাচার্য্য
সভাপতি
পশ্চিমবঙ্গ প্রাথমিক শিক্ষা পর্ষদ

Unit - 1

Understanding the Child

1.1. Introduction

1.2. Objectives

1.3. Concept of Childhood

1.3.1. Characteristics of Childhood

1.3.2. Concept about Childhood

1.3.3. Objectives of education

1.3.4. Developmental Milestone of Childhood

1.3.5. Childhood - Marginal child, gender, first generation learner, caste, class, street child & disable child

1.4. Emotional development

1.4.1. Characteristics of emotional development at childhood.

1.5. Social development of childhood

1.6. Relationship of the child with parents

1.6.1. Agressiveness & bulying

1.6.2. Hyperactivity

1.6.3. Attention deficiency

1.7. Language development

1.8. Cognitive development

1.8.1. Views of Jean Piaget

1.8.2. Cognitive development (stages)

1.9. Exercise

1.9.1. Check your answers

1.10. Let us sum up.

1.11. Unit end exercise.

1.1 Introduction

The existence of advanced human society of modern age is beyond imagination without the education. Everybody knows that our Social, Cultural, Cognitive development is dependent upon education. It means, there is no alternative of education and without education human life cannot achieve fulfilment. So education is indispensable to human life. Self-development is possible through education. Cultural heritage of the society is based upon education. Moreover, education facilitates the civilization of the human being of the society.

The prime objective of education is to establish education system for the total development of the learners. Equal importance should be given on health & hygiene, creative & activity -based learning & art as an essential function of total development of the child and he/she will be able to understand the surroundings and capable of expressing through the language.

1.2 Objectives

- Through the study of this unit you will be able to develop concept & discuss the characteristics of childhood.
- Realize the objectives of education in childhood.
- Discuss about the different stages of human development.
- Understand the characteristics of children who are marginal, suffer from gender disparity, first generation learners, deprived on the basis of caste & class, street children & children with disability.
- Understand the emotional, social, language & cognitive development of childhood.

1.3 Concept of childhood

Primary education starts at childhood. This stage is very important from the educational aspect. Everything is unorganised & inconsistent at early childhood or infancy. But in childhood, a child becomes gradually organised & consistent. Hence, if the knowledge, interest & mental development does not properly take place at primary level, then the education of the later stages cannot be properly organised. So, it is essential to understand the physical, mental, social & emotional development of child at this stage. The period of childhood range from 6 to 11 years and this period is divided into two stages on the basis of the characteristics :

- 1) Early childhood-ranges from 6 to 9 years.
- 2) Late childhood - ranges from 9 to 11 years.

The childhood is considered as the stage of formal education. Now the different characteristics of children at childhood are discussed below :

1.3.1. Characteristics of childhood

- a) Physical characteristics : As the child reaches childhood from infancy, both height & weight increase.
 - The rate of physical development of girls is more than the boys.
 - Sexuality remains dormant at this period and its manifestation is not observable. Freud called this time as the latency condition of sexuality.

- Abnormal behaviour may be observed.
 - Different types of bad habits are developed.
- b) Mental characteristics : Incremental development of intelligence and it reaches its full extent at 15/16 years.
- Acquisition of large vocabulary with language development
 - Sharp memorisation capacity.
 - Thinking and actions of the learners become flexible & changeable.
 - Primary development of concepts which help in logical operational thinking.
 - Sense of competition through self actualization expression of creativity leads to ego satisfaction.

Emotional development :

Capable of controlling emotional expression, that is they are capable of hiding their emotion to others successfully.

Suffer from emotional insecurity. They are afraid of real life experiences than childlike fear.

Social development :

Social maturity, friendliness, group activity become prominent at this stage.

Social relationship develops in place of self - centredness.

Social quality like co-operation, sympathy develop.

Development of moral values :

Morality becomes logical.

The sense of morality is centred around the social rules.

Morality develops through social experiences.

1.3.2. Concept of childhood :

Infancy evolves into childhood.

It ranges from six to eleven years of age.

According to characteristics, childhood is divided into two stages —

Early childhood

Late childhood

Early childhood & Developmental characteristics

Rate of physical development is lesser than infancy.

Rapid mental growth.

Feeling of emotional insecurity.

Participation in social life in place of self centredness.

Development of moral values.

Late childhood & developmental characteristics :

The rate of physical development becomes slower.

Boys and girls do not differ significantly in height.

Maturity of brain & muscles.

Span of interest increases for both boys & girls.

Interest for real life experiences.

Girls become more attentive than boys.

Power of reasoning does not develop completely.

Increment of language development of both boys & girls.

Excessive emotional expression of both boys & girls.

From the social developmental aspect, they like to play in a group.

Boys make friendship with boys & girls with girls.

Social tendency like co-operation, competition, sympathy become prominent.

1.3.3 Objectives of education

From the discussion of the above mentioned characteristics, we can realize some important objectives of primary education. Infact there is parity of opinion of different communities, commission & educationists regarding the objectives of primary level. According to Indian Education commission (1964-66), the objectives of primary education are as follows :

1. To develop good health habits among children.
2. Development of cognition, curiosity, creativity and aesthetic sense.
3. Assistance for emotional development.
4. Development of social awareness & attitude.
5. Development of prejudice free democratic mind.
6. Development of social, moral & spiritual values.
7. Preparation of child for responsible citizenship, engendering love for the country and loyalty to the social norms.

So, according to Indian Education Commission (1964-66) the objectives of the Primary Education is not only to help the child for knowledge acquisition but to facilitate his/her total developmental process. Hence, the objectives of primary education may be divided in to some universal objectives which are presented below :

Objectives of Primary Education

1. Physical development — Development of body organs, muscles & glands.
2. Proper mental development — Development of intelligence & special attitudes. Apart from this development of different mental processes, like comparing, associated thinking, reasoning etc. also develop.
3. Socialization — Preparing the child for the society so that he will be able to take the responsibilities of good citizen and lead a social life and to participate in group activities.
4. Emotional integrity — Personality of a child depends upon emotional integrity. So the major objective of education is the integration of emotion.

5. Development of good habits — Development of good health habits and creating awareness of personal & community health.
6. Knowledge & skill development — development of cognition, specially language, writing, reading & arithmetic which will help the acquisition of knowledge at later stages.
7. Scientific outlook — Application of science & technology for the advancement of life style in advanced countries, and provision of training for adaptation with the changing society.
8. Social & moral values — Development of awareness for society accepted values & moral values and controlling the behaviour of the child accordingly.

1.3.4. Developmental Milestones of Childhood

Each child is unique and he/she is diverse from other children. From the beginning, structural variation and natural variation are observed among them. There are different causes of variation. They are different in physical structure or height, at the same time there are changes in mental characteristics also. Human life is created through the union of sperm & ovum in the womb of the mother. This pre-birth phase is known as pre-natal period. The zygote begins to mature and a child is born after 9/10 months. At the time of birth, all the physical & mental characteristics remain immatured and through the interaction with the external world and inner forces, the child gains total maturity. The The psychologists divided the developmental process into different stages. Jones has divided four stages of development —

- 1) Infancy : From birth to 6 years.
- 2) Early childhood : 6 to 8 years
- 3) Late childhood : 8 to 11 years
- 4) Adolescence : 11 to 18 years.

According to the developmental characteristics, different psychologists described these stages differently.

According to Rousseau, the stages are —

- 1) Infancy : 1 to 5 years
- 2) Childhood : 5 to 12 years
- 3) Pre-adolescence : 12 to 15 years
- 4) Adolescence : 15 to 20 years

More elaboratively, these stage may be described as —

- 1) Infancy : From birth to 6 years
- 2) Early childhood : Next 6 to 8 years of age.
- 3) Late childhood : From 8 to 11 years of age.
- 4) Adolescence : Generally 11 to 18 years of age.
- 5) Adulthood Above 18 years.

Education commission (1964 - 66) divided the stages of education from pre-primary to post-graduate and discussed the educational objectives of these stages.

According to Kathari Commission (1964-66), the educational stages are :

- 1) Pre-primary stage : 3 to 5 of age
- 2) Primary stage : 6 to 11 years (lower primary) and 11 to 14 years (Upper primary)
- 3) Secondary stage : 14 to 16 years of age.
- 4) Higher Secondary stage : 16 to 18 years of age.
- 5) Higher Education : 18 to 21 years of age is considered as the stage of higher education.

So the knowledge of these developmental stages with their different developmental characteristics is essential to determine the aims, objectives, curriculum and teaching method of education of different stages. Then the process of education will be scientific & psychological.

Importance of the developmental stage

To impart proper education, one needs to understand the needs of the child according to his/her developmental stage.

Development is a continuous process and it implies improvement of the later stage in comparison to former stage. Experiences of the former stage influence the behaviour of the later stage. The objective of education is to assist the total development of the child. It includes —

- 1) Organic & motor development
- 2) Cognitive development
- 3) Language development
- 4) Emotional development
- 5) Social development

1.3.5. Childhood in the context of marginalized child, gender, first generation learner, caste, class, street children & disabled children.

Ivan Ellich expresses his opinion on alternative education. He stated that, for the universalization of education, it is necessary to remove the burden of the professional teachers. As it is expensive to organize educational programme on time basis within the restricted educational system. Due to financial problem, common people drop out from themselves from the restricted educational programmes. But in alternative school system of non-formal education, it is possible to involve the people of different classes and different professions. For example — it is possible to enhance the capacity of common citizen by engaging the skilled & experienced persons of different occupations in non-formal education. The responsibility of teaching may be assigned to the educated women. Retired persons specially teachers may be engaged in the service of teaching.

In 1989, the department of Human Resources Development of central govt. established a open school. For its excellence, it was honoured by the nations. This system, caters to the individual needs of the learners. Specially, learners can learn from home or working places in this system.

This system provides education to all. For example—

- 1) Drop out,
- 2) Girls & Women
- 3) Youth of the village
- 4) Working men & women.
- 5) People of different caste & creed.
- 6) Disabled & Socially deprived.
- 7) Blind & children.
- 8) Street children & child labour.
- 9) Neo-literate.

The educational programmes & curriculum followed in national open school :

- 1) Basic education — Equivalent to class VIII standard and entry level to Secondary Stage.
- 2) Secondary education — Equivalent to class X standard.
- 3) Higher Secondary — After completion of class X or equivalent exam.
- 4) Commercial education — May be taken as compulsory or optional subject at Secondary or Higher Secondary level.
- 5) Life enrichment programme — This programme started for the teachers, head masters, people associated with education, people employed in different occupations. There are opportunity to learn about Indian culture & heritage, education for public health, value education, education for child labour etc.

Characteristics of childhood of street children (Guardianless) & racially backward children

Problems of social adaptation.

Inferiority feelings from different aspects.

Feeling of social insecurity.

Lack of reasoning power.

Delayed physical development due to poverty & nutrition deficiency.

Lack of childlike curiosity & interest.

Absence of ability to judge.

Problems in the development of moral values.

Emotional development is not harmonious.

Delayed language development.

Social backwardness of girls in comparison to boys due to racial prejudices.

Unwillingness for cognitive performance.

Lack of age-appropriate educational competence due to under privileged condition.

Short attention span.

Interest in anti-social activity than constructive social activity.

Lack of self - confidence due to backwardness.

Characteristics of Disabled Children

Problem of physical development for disability.

Problem of mental development for organic defects.

Problem of social adaptation.

Delayed cognitive development for mental deficiency.

Emotional imbalance.

Social isolation.

Problem of motor activity.

Deficiency in age - appropriate intellectual development.

Problems of concept formation for sensory defects.

Feeling of loneliness & isolation in place of group belongingness.

Lack of self -confidence for disability.

Insecurity & dependence.

Attention deficit.

Educational backwardness in comparison to same age group.

Immatured behaviour.

Problem of linguistic expression.

Hyperactivity.

Problem behaviour.

Exercise

1. Write any two characteristics of early childhood.
2. What are the two social tendencies of late childhood.
3. What are the adaptation problems (any two) of the backward & street children?
4. What are the causes of social isolation of disabled children?

Check your answer

1. a) Participation in social life overcoming self-centredness.
b) Rapid mental development.
2. a) Likes to play in a group.
b) Co-operation, sympathy — development of Social tendencies.

3. a) Feeling of inferiority from different aspects.
b) Lack of self-confidence.
4. a) Inability to interact due to physical defects.
b) Lack of acceptance from the normal children.

1.4. Emotional Development

Human behaviour is controlled by emotion. After birth, emotional behaviour changes with age. Right from the time of birth, a child is capable of emotional reaction. According to Watson, there are three types of emotional reactions — Fear, Anger & Love. X. Bridge came to the conclusion after conducting the experimentation on emotional behaviour, that new born baby responds without differentiating the stimulus. As a result, there is no differentiation of feelings. He stated that, the emotional changes take place from the age of 3 months.

Emotional development :

By nature, emotion is affective and education is cognitive. At the developmental stages, emotional feelings occupy an important place. Emotion creates motivation for action. Though emotion acts as a motivator, too much emotional excitement reduces the standard of work performance and a person is incapable to perform what he is able to perform. There are remarkable changes of emotional expressions with the age. With mental maturity, the intensity of emotional expression & behaviour becomes controlled. A child of four or five years, expresses his emotion with the vigorous movements of the body part but becomes less violent at the age of 7/8 years of age. As he attains maturity, he controls his emotional expression and is capable of hiding his emotion successfully to others. For example - repression of emotion results in mental imbalance. The repressed emotions in the unconscious level create problem behaviour with the help of positive methods of controlling and training the emotions, the emotional tension present in the minds of the children should be removed and the creation of undesired complexes avoided. The children at this stage suffer from emotional insecurity. They are afraid of some imaginary situation. As he grows older, his emotional responses are guided by real life experiences. At the period of childhood, they become jealous of siblings for the fear of deprivation of love from parents and this changes in their emotional reaction towards parents.

1.4.1. Characteristics of emotional development at childhood

These are differences in emotional expression between the periods of early childhood & late childhood.

Emotional characteristics at early childhood —

Emotional control is seen as the child begins to interact with the age mates.

Emotional insecurity is observed.

Fear from imaginary or real situation.

Sex feeling remains dormant.

Their emotional expression is controlled & directed by the approval or disapproval of the seniors.

The intensity of expression of anger, fear, sorrow, jealousy, delight and affection is dependent upon the child rearing practices & training.

Emotional characteristics of late adolescence

Excessive emotional expression.

Feeling of freedom from anxiety.

Feeling of fear from direct experiences in place of childlike imaginary fear.

Negative emotional reaction towards parents on account of sibling rivalry.

Physical change of adolescence may appear at late adolescence, and the created tension for these changes is expressed in a refined way.

1.5. Social development at childhood

Childhood is the stage of primary education. Child's socialization starts through the interaction & friendship with peers coming from the different environmental settings. These are two aspects of social development — 1) Socialization 2) Social maturity.

Socialization means conformity to the social rules, norms, social codes & ethics. Family, school, club play an important role for socialization. Moreover, media like radio, T.V. help in socialization.

Social maturity means acquisition of socially matured behaviour.

Early childhood

Participation in social life overcoming self centredness.

Playing in with peer group & other constructive activities.

Conformity to the rules & values maintained by their group.

Follow the instruction of the group leader.

Easily accept the criticism of other members.

Moral values develop through social interaction.

Try to develop behaviour acceptable to the social group.

Social qualities like co-operation, empathy, imitation, social acceptability develop at this stage.

Late childhood

Increasing conformity to the group.

Long lasting friendship.

Acquisition of adult-like social behaviour.

Respect for the right of others, sharing tendency develops.

Role of school & peer in social development

Participation in curricular & co-curricular activities facilitates social development.

Develop awareness about social rules, norms through teachers & codes through curriculum.

Social qualities like punctualities, co-operation, healthy competition develop through participation in co-curricular activities.

Sympathy is an important social quality which develops through the direct experience with the teacher.

Proper distribution of responsibility within the group, helps to develop feeling of co-operation.

Development of healthy competition through group activity.

The school is a miniature society. Social environment should be created in the school for the development of social characteristics.

Need for social belongingness must be satisfied through group activities.

A child becomes aware of his/her social needs through the interaction with the peers and develops the idea of his/her behaviour acceptability to peers.

1.6. Relationship with parents

Interaction among family members at home & balanced control by parents heads to proper development of personality.

Unhealthy personality of parents affects the behaviour of the child.

Lack of peace & instability in home environment creates anxiety & stress in child's mind.

It leads to develop inferiority & insecurity.

Parents who are immoral, fails to develop morality among their children.

Harsh criticism of parents develops negativism among children.

Excessive pressure or absence of discipline leads to the improper development of personality.

1.6.1. Symptoms of aggressiveness & bullying

Temper tantrum & high pitched conversation with parents.

Breaking & destroying the household property.

Torturing peers & siblings.

Tearing of books.

Uncontrollable outburst of anger.

Disregarding the rules.

Teasing & hitting others.

Aggressive & revengeful behaviour.

Remedial measures

Establishing friendly relationship with the problem child.

Understanding the child with sympathy by parents & teachers.

Encouragement for playing & creative activities in place of negative criticism.

Removal of inferiority feeling through the participation in cultural activities.

Development of positive qualities.

Patience & empathy of the parents & teachers.

1.6.2. Hyperactivity

Inability to remain seated in a particular place.

Manifested in two types of activities —

- 1) Often fidgets with hands & feet, restless posture.
- 2) Restless movement means inability to stay in a particular place.

Attention deficiency is also observed with hyperactivity which is termed as ‘Attention Deficit Hyperactive Disorder’.

1.6.3. Attention Deficiency

- Has difficulty to play attention at different things at the same time due to short attention span.
- Distraction of attention easily.
- Rapid shift of attention from one object to other, as a result feels difficulty in understanding meaning.

Remedial measures

- Encouragement to pay attention to the activity which is comparatively attractive.
- Rewarding student for sustaining attention by reducing hyperactivity — an effort towards behaviour modification.
- Providing reward for solving comparatively easier task and followed by the presentation of more difficult puzzle. Duration of attention may be increased by praise & reward.
- Adapting practical outlook on the part of the teacher. The task should be broken down into small number of steps and provision of gap between different activities.
- Encouragement to follow the schedule.
- Provision of physical activities, like — swimming, playing football, badminton help release excess energy.
- Medical therapy for excessively problem children.

Exercise

1. What are the emotional characteristics of early childhood ?
2. Write two emotional characteristics of late childhood as distinguished from early childhood
3. What is meant by socialization?
4. What is social maturity?
5. What are the two social characteristics of late childhood ?
6. How can the school help to the social development of the child ?
7. How does the relationship of the child with parents influence his social development.
8. What are the two symptoms of aggressiveness?
9. What can be its, remedial measures (any two)?
10. What are the symptoms of attention deficiency (any two)?
11. What is meant by ADHD?

Check your answer

1. a) Different types of imaginary & real fear.
b) Lack of emotional security.
c) Intensity of emotion depends on child rearing & training.

2. a) Free of anxiety.
b) Fear of from direct experiences.
3. The socialization is the acquisition of social rules, norms, codes, customs, culture, values.
4. Acquisition of age-appropriate socially matured behaviour.
5. a) Comformity to the group
b) Adoption of adult-like behaviour.
6. a) Group activity through group membership.
b) Participating in co-curricular activities.
c) Development of social qualities through the direct experience with the teachers.
7. a) Parents who are immoral, unable to develop morality among children.
b) Unhealthy personality of parents affects behaviour of the child.
c) Distrubance in the family environment creates anxiety among children.
8. a) Breaking up object.
b) Torturing other.
9. a) To understand the problem of the child by making friendship with him.
b) Encouragement to develop positive aspects.
10. a) Short alternative span.
b) Attention is distracted easily.
11. Alternation Difficult Hyperactive Disorder means the manifestation of alternation deficiency a hyper activity at the same time.

1.7 Language Development

The major difference between human beings & animals is that human beings can communicate with other through language. Language development starts with the child's physical development. A child can use four or five words, like daddy-mummy at the age of one year. Then at the age of 1½ yrs, language develops very rapidly and at the end of 2 yrs, a child is capable of acquiring 200 to 300 words and his vocabulary is enriched with 900 words within 3 yrs. One of the psychologist, R. Seashore conducted an experiment and drawn conclusion on the development of child's vocabulary. The average rate of new words that the children acquire at different ages are enlisted below —

At the Age of 1½ years a child can acquire 10-12 words

At the Age of 2½ years a child can acquire 300 words

At the Age of 4 years a child can acquire 5600 words

At the Age of 5 years a child can acquire 9600 words

At the Age of 6 years a child can acquire 14700 words

At the Age of 7 years a child can acquire 21200 words

At the Age of 8 years a child can acquire 26300 words

At the Age of 10 years a child can acquire 34300 words

From the above list, it is understood that language development is rapid within 3 to 8 years. Therefore language development plays an important role in human life. Language not only helps to communicate, but facilitate the development of thinking & concept.

In the classroom the learners' language skills are —

- 1) Ability to listen.
- 2) Ability to speak.
- 3) Ability to read.
- 4) Ability to write.
- 5) Ability to use language.
- 6) Ability to express oneself.

The implications of language development

The language development is very important in human life. The development of language differentiates human beings from other animals. After birth, a child expresses his needs through smiling, crying & postures. With the increase of age he takes the help of language. Language is the medium of adaptation & adjustment. Language not only helps for self expression but it supports social, emotional, cognitive & conceptual development. Through the various experiments it is observed that the language development rapidly takes place within 3 to 8 yrs. Girls are advance in language development in comparison to boys, prior to the development of reading ability, speaking ability develops.

Developmental stages of language ability

- New born baby communicates with cries.
- Cooing is observable within 6-8 weeks.
- Babbling starts at 4 months.
- Later stages, a child responds through vocables.
- A child can speak meaningful words at one year.
- At the end of 1 year or at the beginning of 2 years a child can use passive language which he understands but can not use meaningfully.
- At the age of 2 years, his stock of vocabulary is enriched and is capable of using simple sentences or incomplete sentences like the telegraph.

Language development at early childhood

- In researches on language development it is observed that a child becomes aware about the rules of language usage at pre-school stage.
- Then the stock of words increases in school life.
- In a research Anglin observed that, a child in the first grade knows 10,000 words and learns 40,000 words at the fifth grade.
- A child should be inspired for language development.
- Parents, teachers & peers should speak with the child as frequently as possible.
- The use of language by the parents influence the increment of vocabulary and variety of words usage by the child.

Language development at the late childhood

Three types of changes in the use of the language may appear at this time :

- Silent speaking instead of speaking loudly in any activity. At the age of 7 yrs, a child uses language to help them recall things.
- Language development at this stage becomes less literal. They use language figuratively.
- Learners at this stage use language spontaneously and can use effective language for communication.
- Thus the language development helps to adapt in the classroom situation.

The stages of language development at infancy & childhood – (the development of reading & writing ability)

Age	Language
After birth	Crying
2 - 4 months	Cooing
4 - 6 months	Babbling
12 months	Single word stage
18 months	Double words stage
2 years	Multiple words

Age	Language
2 - 3 years	Short sentences
6 years	Can communicate with several thousand vocabulary
7 years	Can read multiple sentences & writing of reverse letters decreases
8 years	Can read & write spontaneously.
9 years	Can describe elaboratively & write properly. Write sentences to explain the meaning of words.
10 years	Capable of essay writing. Development of grammatical skills & likes to read the stories based on science.

The process of language development :

Pre-reading

1. Conversation through pictures & acquaintance with known & unknown.
2. Listening, speaking & understanding of story, rhymes, songs etc.
3. Identification of phonology while speaking.
4. Repetition of learned events or stories.
5. Increment of stock of words.
6. Liking & intimation with books.
7. To turn over the pages of books.
8. Concept about picture & word orders.

Pre-writing

1. Drawing lines.
2. Drawing lines in the sand with fingers.
3. Coordination of vision with letter or logo.
4. Linking dots like a pattern.
5. Ability to draw mentally.
6. Differentiation of different objects by the three fingers.
7. Lifting and shifting objects by using twizer.
8. Ability to draw by wet mud.
9. To draw picture & pattern in the floor by the chalk.
10. To play lagatelle.

Reading & Writing

1. To recognize letters & ability of writing by linking the dot.
2. Simple knowledge of language, analysis & application.
3. To differentiate what, who, where, when & why.

In this context it is important to mention that children learn to write their study materials but the writing is the most important function for learning.

The children vary to acquire the skill of using language in different purposes & in different situations. Later this individualised language is transformed into adult language. It means, when the adults cannot understand the language of the children they encourage them to use their language. Thus the children are inspired to use the adult language & is observed to use in different areas. At this stage, social conversation is important. This stage is known as pre-language stage.

The characteristics of pre-language stage

- This is the earlier stage for acquiring meaningful language.
- The interest of the child to learn increases through concrete objects.
- The child acquires language very rapidly at this stage. His size of vocabulary increases.
- The child uses the language by imitating the language of adults.
- Arousal of need to use language, words, parts of sentences at this stage and the child learns from the adult through query.
- The speech at this stage is completely subjective, as when a child plays he talks himself.

Age-appropriate learning according to developmental stage

Considering the common characteristics and individual differences of the children at this stage, the language development areas as included in pre-primary syllabus of 'Bihar' may be described as follows —

- Listening of spoken language, speaking, expression of social language & behaviour.
- Creation of interest for books & stories to recognize letters.
- Development of skill to understand colloquial and bookish language.
- Awareness of printed letters.
- Drawing & initiation for designing at the pre-writing stage.

Functions of language development according to the objectives of education —

- Rhymes, Song, story telling, conversation.
- Observing drawing book.
- Chart
- Puzzle.
- Story telling.

Speaking is medium of communication and language in the medium of speech. Language development of a child takes place with physical development. Psychologist R. Seashore came to conclusion through the experiments about the vocabulary development of the children, which are listed below according to the age —

10 - 12 words in the vocabulary of 1½ yrs old child.

300 words in the vocabulary of 2½ yrs old child.

5600 words in the vocabulary of 4 yrs old child.

9600 words in the vocabulary of 5 yrs old child.

Therefore it is noted from the above list that from the age of 3 to 5 yrs, language development is very rapid.

1.8 Cognitive development

Cognitive development means the development of mental abilities & capacities which helps an individual to adapt with the changing environment. The different aspects associated with cognitive development are concept, perception, memory, thinking, imagination, intelligence etc. According to piaget, these aspects are inter-related. He described four stages of cognitive development —

1. Sensori motor stage – 0 to 2 years.
2. Pre-operational stage – 2 to 7 years.
3. Concrete operational stage – 7 to 11 years.
4. Formal operational stage – the stage above 11 years.

1.8.1. View of Jean Piaget

Jean Piaget did not conduct research on learning. He wanted to know for the long time, how a child after birth wants to learn the surrounding world, whether the process of learning changes with the age. From this aspect, his views may be regarded as the viewpoints of learning.

Now the question is what is the basis of these viewpoints?

Suppose while you are walking on the road, you are observing man, animal, vehicles and different things. You are also hearing the sound, smelling, feeling hot or cool in the sun shade. But really are you observing everything or listening? Stimulus stimulates for a while and vanishes, you forget all these. But if you pay attention to something, then it can be memorized for sometime. You can retain it in your memory for longer. The process through which a subject is selected for memorization is the basis of learning. According to psychologists, the stimuli which stimulate our sense organs externally are called information.

In this sense, the meaning of learning is to select a specific information for retaining it in the memory. But the question is, how this selection & retention is possible?

If you tell a short & simple story to other person after reading it from a book, then the difference in reading the story & telling may be observed. The length of the time required to read the story will be longer than the time required to tell the story. The original story remains the same in your memory but you have omitted some trivial description. The style of story telling is your own which is different from the writer. From this experience some conclusions may be drawn —

- The information that we receive does not remain the same when we restore it in the memory. We alter it as we like, this is called information processing.
- The basic structure of the retained information remains unchanged but the irrelevant part is omitted.
- If the similar kind of another information has retained earlier, then the remembering of new information will memorize the previous one.
- New information is always processed in the light of the prior experiences.

Piaget divided the process of information processing into 4 stages. Though the process of learning in different stages are related, they are different and the learning of later stage is more improved than the previous stage.

The basic concepts of Piaget

Schema – According to Piaget, what we learn are not retained in our memory in an unorganized way. These are separate files in an office for different subjects with separate titles, just like this our learnt information is stored with a specific name. Files are classified in such a way that it can be easily found. The books in a library are also arranged in the same way. Suppose, a child observes an elephant for the first time. The huge body, trunk, fat legs all these features of the elephant which are stored in his memory is termed ‘Schema’ by Piaget. Therefore ‘schema’ is the number of related information which can be expressed by a general term. Later when the child will gather more information about the elephant all these will be assimilated in his schema. Thus the schema of an elephant will be extended. The learning is the process of alteration of schema – according to Piaget.

Suppose, the child stays at Bankura District. He experienced that each year the elephants get down from the hill and destroy the crops or kill some people. Another boy stays at Assam. He has experienced that the elephant carry the heavy wooden logs & serve many purposes. The Schema of the two child is similar but different to some extent. So the schema is subjective and what you have taught in the class, two students represent it differently.

Assimilation – It means the alteration of learnt information for fitting it into the schema. Through information processing everyone assimilates the new information in his own way. The process is similar to the digestive system. We take food into the mouths and through the enzyme we change it to fit into the structure of the mouth, throats and digestive tracts. Similarly simpler form of information are incorporated into our schema.

Accommodation – To assimilate the new information into the schema, it is necessary to change the structure of the schema. This is known as accommodation. If a person has no need of food, then there will be no assimilation. Likely, if a student has no need to receive new information, then it will not be assimilated into the specific schema, means no learning occurs.

There are four stages of learning. According to Piaget, the first stage is sensori motor stage.

Sensori-motor stage — From birth to two years, the children learn in this way. Here the learning takes place in two ways. The first one is sensation, he sees by eyes, hears, tastes, smells & touches and forms schema about the surrounding world. For example, he sees that a tomato is red, round, smooth and its taste is sour, the assimilation of all these characteristics helps to form schema about tomato. The second one is the motor aspect, it means the schema is formed by holding it in motor activities. The schema of a tomato is formed by fingers and the visual picture of the tomato assembled to form the schema of the tomato. So this period is called sensori-motor stage.

Piaget divided this stage into substages. As the children at this stage do not come to school, there is no need to discuss in details. But it is pertinent to know, how children can be helped for the proper development of this stage.

- The children should be provided with soft/hard coloured toys & objects of different shapes for the manipulation of these objects.
- Provision for free movement so that they can acquire some ideas about their environment.
- Opportunity should be given for direct experience rather than picture.

Pre-operational stage

The second stage is pre-operational stage which lasts from 2 to 6/7 years. The children at this stage learn through sensation & motor activity along with other processes. What the children have learned through sensation & manipulation of body, they begin form a mental image of these objects. At the same time, with the development of language they begin to think in terms of verbal symbols. Thus their schema is extended with the assimilation of new information. They can not judge the external world with reasoning. Some characteristics features of this stage are :

- They are capable of differentiating imaginary world & real world.
- But he assumes the dolls, furnitures, trees etc all inanimate objects as living objects and unable to distinguish between living & non living objects.
- The reasoning ability of this stage is completely subjective. For example – Dawn comes at the end of the night as the birds chirp.
- The concept of big, small, greater than & less than develop from a single information. For example, one who is tall is big, a person who has grey hair is grandfather.
- Thinking of the child is self-centred as he thinks that everything is centred around him.
- The child is engaged in single tracked thinking. For example can think A is bigger than B but cannot think B is smaller than A.

Application of some characteristics in education —

- After coming back from the school, they like to play by imitating the teacher's role.
- Show interest for drawing picture.
- Language is the medium of thought. What they do or think, speak aloud.
- Draw a mental image of everything.

As the child of this stage can imitate the activity which they have observed previously, the teacher may give instructions through actions.

They may be encouraged to draw and to describe their drawings, as their level of thinking are represented by their drawings.

Concrete operational stage

The third stage ranges from 7 to 11 years. The children show an increased ability to reason logically. They learn to classify. They develop the concept of the characteristics on the basis of which classification is done. The child now develops the ability to conserve both in terms of quantity and number of objects.

Their thinking is still primarily concerned with concrete objects. Mental image is formed from the real experiences. Hence beads, marbles are used to develop the concept of addition & subtraction in place of numbers. They can distinguish between whole & part and can understand that assembling two or three broken parts create a whole object.

Primary teachers may teach the learners easily & effectively by following some principles –

- Subjective & Concrete experiences must be utilized.
- The structure of schema must be extended from concrete to abstract.
- Learners should be encouraged to classify.
- From the geographical point of view, the concept of space should be developed.
- Coordinating the different subjects – the learners should be taught.
- They should be encouraged for self learning.
- They should be encouraged to learn by hands-on experiences.

Formal operational stage

The fourth stage of cognitive development starts from 11 to 12 years of age and development take place through adolescence. The children at this stage learn the reasoning. If the learning in the former three stages are perfect, then the children try to analyse the information through judgement. That is why, the subject matter after class VII emphasizes on abstract thinking, reasoning and analysis. For example geometrical proof, judgement of inner ideas and aesthetic aspect of poems and abstract concepts take place in the curriculum. But it is to be remembered that the learning of the earlier three stages are never forgotten.

1.8.2. Cognitive development

To know the external world with the help of perception, memory, attention to analyse the information & utilisation all these mental capacities are known as cognitive development.

Basic Concepts of Piaget's theory

Adaptation is the combination of **two** mental processes –

1. Assimilation – one of the two processes, means the incorporation of modified new information. After liquefaction the food it is assimilated in the digestive system, likewise transformation of new information is assimilated in cognitive structure.
2. Accommodation – The second process of adaptation is accommodation. New information is assimilated & there is change in cognitive structure.

Organization – Establishment of connection among the units of knowledge is the process of organization. We are capable of complex thinking from a simpler one.

Schema – Through the process of organization the cognitive framework which is formed, is known as schema. It is the basic unit of acquired information. These basic cognitive units become extended through the assimilation of new information.

Stage of cognitive development

According to piaget, there are four stage of cognitive development. The first stage is –

Sensori motor stage

This stage ranges from birth to 2 years. The cognitive development takes place through the sensation motor activity. The characteristics of this stage are –

- 1) Ego-centricism – They are concerned about themselves and not aware of the things of their environment & the existence of others.
- 2) Object Permanence – Infants don't have a sense of object permanence. They have belief that an object or person removed from the field of vision ceases to exist.

Educational implications of this stage

Presenting the toys of different shapes, sizes, colours – concept of colour, shape & size should be developed.

Cognitive development takes place through sucking, grasping, reaching etc.

Pre-operational stage – (2 to 7 years)

A child becomes able to know an object by comparing, to observe similarities & dissimilarities. They are capable of understanding the external world. The characteristics of this stage are –

- 1) Realism – The infants about 7 years of age, can develop concepts about inner world & outer world and develop the ability to distinguish and accept the real world.
- 2) Animism – They are unable to distinguish between living & non-living objects. They have the tendency to attribute life to inert objects.
- 3) Artificiality – At this stage, the child has the tendency to assume that everything is the product of human creation.
- 4) Transductive reasoning – It refers to the reasoning which is neither deductive nor inductive.

For example – The sun won't fall down because it is hot.

They know that $2 + 2 = 4$ but cannot understand that $4 - 2 = 2$

Educational implications

At primary stage, the teachers should try to provide them direct experiences.

One of the characteristics of this stage is deferred imitation – teachers should take initiative that learners can learn desired behaviour through imitation.

The children learn through symbolic play. They enjoy pretending that they are asleep.

Children of this stage project their mental representative into their drawings. The teachers should encourage the children to talk about their drawings.

At this stage, language becomes a medium of their thought. Parents, teachers & others provide them ample opportunities to talk with adults and with each other.

Third stage

Concrete operational stage

This stage ranges from 7 to 11 years. The differences of thinking of this stage is observed from pre-operational stage. The characteristics are –

- 1) Mental operation is centred around the concrete objects.
- 2) They can now reverse their thinking centering around the concrete objects. For example – they can distinguish between three balls of different sizes and can identify the biggest one. But if they are asked that A is bigger than B and B is bigger than C. then who is the biggest — they cannot answer.
- 3) ‘They have no idea of conservation’, means they cannot realize that the essence of something remains constant although surface features may change. The concept develops at the end of the stage.
- 4) They can arrange things seriously, means from smaller to bigger or bigger to smaller.
- 5) They can classify the objects with some similarities within larger category. For example - can classify flowers according to colours.
- 6) Develop activity to count and number concept.
- 7) In concrete operational stage, through the concept conservation, seriation, classification — logical thinking develop and a tendency to abstract thinking.

Fourth Stage

Formal operational stage period

This is the stage from 11 to 15 years. The children at this stage develop reasoning and cause & effect relationship. The characteristics of this period –

- The adolescents develop their ability to separate the real from the probable. They try to discuss all possible relations in any situations and by logical analysis attempt to discover which are true.
2. They solve a problem by gathering as much information as possible and then —
 - By classification and seriation organize the information.
 - Form a statement of proposition.

Educational implication

- Whether the students can separate the real from the possible.
- Can they gather and organize information ?
- Can they comfortably form the proposition ?
- Thought provoking questions should be asked by the teachers.

1.9 Exercise

1. What is babbling ?
2. What are needs of language development ?
3. What changes are observed in language usage at the late childhood ?
4. In which ages a child can spontaneously read & write ?
5. Adaptation is the combination of two mental processes what are the processes ?
6. How organization is possible ?
7. What is schema ?
8. What are stages of cognitive development ?
9. Name the stage of cognitive development at childhood.
10. What is the main characteristic of sensori motor stage ?

1.9.1 Check the answer —

1. At about 4 months, a child begins to babble, that is to make sounds that approximate the speech.
2.
 - Language is the medium of adjustment & adaptation.
 - Language development is essential for social, emotional, thinking & concept development.
3.
 - A child talks to himself instead of talking loudly.
 - Uses language spontaneously.
 - Uses language figuratively.
4. At the age of 8yrs a child can use language spontaneously.
5. Assimilation & Accomodation.
6. Organization is the establishment of correction among the unit of knowledge.
7. Through the process of organisation, the cognitive framework which is formed, it is called schema.
8.
 - Sensori - motor stage.
 - Pre - operational stage.
 - Concrete operational stage.
 - Formal operatinal stage.
9. Concrete operational stage.
10. Acquire knowledge of the external world through sensation & motor activity.

1.10 Let us sum up

In modern era, learning takes place through difficult stage. Among these stages childhood is the most important stage. In spite of discussion of the stages, criticism, different programmes & plans — primary education does not become universal. Primary education suffers from many problems. The solution of these is possible through the realization of the problem & characteristics of marginalized, gender, first generation learners, race, caste & street children. Beside this to understand the learning process, application of Piaget's theory in the classroom teaching & curriculum construction is essential.

1.11 Unit End Exercise

1. Learning is a social process — discuss.
2. Discuss the various stages of development.
3. The objective of the education is the total development by child — discuss difficult aspects of the development.
4. Discuss the cognitive development of child.
5. Discuss in brief the emotional development of the child.

Unit - 2

Meeting children learning needs

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Children Learning approach
 - 2.3.1 Creating Conducive learning environment
 - 2.3.2 Child-centred pedagogy
- 2.4 Development of children creative potential
 - 2.4.1 Developing child's creative potential
 - 2.4.2 Components of creativity
 - 2.4.3 Development of creativity
- 2.5 Context based teaching
- 2.6 Education & Human Rights
 - 2.6.1 Inclusive approach to Education
 - 2.6.2 Education of Children with Special Needs - CWSN
 - 2.6.3 Education in integrated settings
 - 2.6.4 Inclusive Education
- 2.7 Let us sum up
- 2.8 Exercises

2.1 Introduction

We are not free from anxiety in spite of the advancement of science & in the era of globalization as our knowledge of the environment, different programmes about the environment are confined to only twenty percent population. But man cannot realize that the rest eighty percent population, who supply our food, clothing, residence and comfort. If the knowledge about the environment do not enlighten them, then the twenty percent of the population will be affected also by the polluted water at one time. In our country, majority of the areas are the villages. Most of the villages are below the poverty level. The education is not extended to them, therefore it is our duty to educate them. This is our desire to expand the knowledge of the environment to all. This is the only way to preserve the environment.

Social Environment :

As there is natural environment in human life there exists social environment also. As a member of social environment, each child is a member of a family, group, society and a nation. He develops within his own social environment by establishing relationship & interacting with other members. He gains social experiences through the social interactions and develops social awareness. Social environment means the family environment, which indicates establishment of proper relation within the family members, relatives, family friends, cultural environment of the family & proper behaviour in daily life.

Local environment of the child :

The concept of locality/residence, the necessity for living together, cooperation with each other, dependence etc.

The school environment of the child

love for everyone in school, respect & developing the feeling of cooperation, empathy for the school as a centre of education, love & affection for the peers, cooperation with each other, sense of individual & group cleanliness. Living together & to learn the importance of working together.

Social environment

Maintaining social unity, protesting the discrimination, sense of local, national & international unity. To realize the importance of festivals, fairs for the development of social unity.

From the above discussion, social environment means the persons & social organization exist around the child. this social environment may be divided into some organizations– As for examples – family, social, society, religious group, clubs and social media. The influences of these organization are great in child's life.

2.2 Objectives

After reading this unit you will be able to –

- discuss the child centric approach of the teaching
- realise the development of creativity of the child
- discuss about the context based teaching
- understand the right to education

2.3 Children Learning approach

Child centricism is the major characteristics of the modern education system. The learner is in the centre of the curriculum, teaching method & evaluation. Its reflection is observed in different learning theories & their applications. There is no doubt that central theme of present education system is the total development of a child. Therefore, a teacher must know what is child-centric approach of teaching.

- The content of a subject is selected and organised as a component of child-centric approach of teaching. It means, the importance of the subject depends upon how it helps in the developments of a child. At minimum, whether the subject is at par with the child's development – this is emphasized in Vygotsky's theory.
- Teaching aids are used according to the needs and skills of the child. A teaching aid may be attractive apparently important but it is not possible for a child to observe its application. This teaching aid may not be termed as child centre
- This is true for teaching method also. The teaching method must suit age-appropriate learning process of child. This is supported in the theory of Piaget.
- Evaluation system must be appropriate according to the learning ability of the child. Present examination system is not suitable for evaluation of the children at the primary level.

- The success of an education system depends on how the needs of the learners are satisfied at each sphere of education. The need for activity related to the physical development of a child, need for security & belongingness, love, opportunity for the development of intellectual activity, and besides this the need for independence, self confidence & social living are satisfied by the education.

For these reasons, education is completely learner - centred. The above stated, factors are all directly or indirectly, related to the teaching. Now it is important to know what is the nature of teaching methods for child-centric education. That can be observed on the basis of the theoretical principles. Then we know the teaching techniques.

The theoretical basis of child-centric teaching are stated in the following table.

Theory	Basic concept	Application in teaching
Classical Conditioning of Pavlov operant conditioning of Skinner	<ul style="list-style-type: none"> • Natural stimulus & response are used as medium. • Association of new stimulus with response. • Pleasant experience is used as reinforcement. • The learner is instigated for responding to stimulus. • The response is established as a permanent behaviour in the absence of reinforcing process. 	<ul style="list-style-type: none"> • Children are curious by nature They want to see separately what they get. Utilising the tendency of curiosity in teaching major skills may be developed. • This is effective to acquire habitual behaviour and proper teaching. For example punctuality, disciplined behaviour etc. • The primary duty of a teacher is to activate the learners. • Arrangement for experience satisfactory experience of the learners. • To provide feedback for the result as early as possible. • Enabling the learner to control his own learning process according to the pace of the learner.
Learning by insight	The three principles of perception (proximity, similarity & familiarity) forms a pattern to some stimulus <ul style="list-style-type: none"> • To perceive the stimuli as a whole and retention as a pattern. 	<ul style="list-style-type: none"> • Helps to perceive inner configuration of the stimulus. • Teaching from whole concept to the part. • Understanding the similarities among the parts of the object.

Theory	Basic concept	Application in teaching
<p>Learning by insight</p> <p>Developmental theory of Piaget</p> <p>Training for inquisitiveness Discovery Learning of Bruner</p> <p>Social Constructivism of Vygotsky</p>	<ul style="list-style-type: none"> • Perceiving the pattern is the process of sudden discovery. • Cognitive structures of the learners are formed differently at different age levels. • Schema is extended through the process of assimilation & accommodation of new information. • Each child learner is a discoverer; learning is possible through the utilization of inquisitiveness. • A child can make decision through the sense, iconic & symbolic experiences at different stages of development. • discovery in a group is more effective than the individual effort. • Learning ability and learning process of a child is dependent upon the social and cultural influences. • The level of cognitive development of a child can not be taken as the optimum developmental level, rather the development can be facilitated by assuming the zone of proximal development and scaffolding. • This development process is the basis of learning. 	<ul style="list-style-type: none"> • To teach the similar subject at a time. • To utilize familiar past experience of the learners in teaching. • The function of the teacher is to help in the formation of schema. • giving opportunity to learn by concrete & real experiences to the children of primary stage. • Each child should be given opportunities to acquire three types of experience according to his ability • Training should be provided to collect information on the basis of inquisitiveness. • Helping the child to take decision inductively. • A teacher's role will be to organize, guide but not an information provider. • A teacher needs to know the social and cultural basis of the child. • The zone of proximal development of a child must be decided on the social basis. • The function of a teacher is to facilitate the development as a guide.

It is to be remembered that few examples are given above for their application. The major objective is to represent the matter that at the primary level learning is child centred in all respects.

2.3.1 Creativity conducive learning environment

Creativity social environment—the classroom environment which inspires the learners individually or in a group is called social environment. There is a great need for creating social & emotional environment in the classroom for establishing social & emotional relationship among the learners. This social environment in the

classroom will be non-formal, real, supportive, integrated, flexible & accepted by the teachers. It should be quite & pleasant. The learners in the classroom will be encouraging, alert, anxiety free.

Creating a democratic, pleasant & effective social & emotional environment in the classroom, the teacher should proceed his teaching & help in the total personality development of the learners.

How can a teacher create such an environment? A teacher represents himself as a model in the classroom & the learners follow him. The role of the teacher will be impartial, democratic & supportive. He will know the psychological principles for classroom management and applies these principles —

- He should know each learner by name.
- He will help them to understand the curricular, co-curricular & other activities.
- He will create interest in the subject matter in this way.
- Through the amusement & fun he will make conducive environment in the classroom.
- Inspire the learners for discussion and asking question.
- Encourage them for learner-learner discussion besides the teacher-learner discussion.
- This type of communication helps in the acquisition of the subject matter.
- The teacher should help in the solution of a problem.
- This type of classroom environment engages students for knowledge construction.
- The teacher should not criticize or make negative remark in the classroom.
- The teacher should involve the students but does not hurt their self-respect & self-esteem.
- The most effective learning is possible in this type of learning environment.

Creating co-operative learning environment

As a teacher uses rules & regulations in the classroom management, he should create an anxiety - free classroom environment where the learners feel emotional security.

This type of classroom environment may be created at the beginning of the session when the children will be engaged in some pleasant activities by the teachers, and the students can express their attitude. Though these are curricular activities but some pause should be given so that they can learn by themselves, draw and use computers. To create such an environment it is essential-

- Welcome address to learners when they enter the classroom.
- Brief personal conversation with the learners.
- Presentation of some encouraging statements in the blackboard.
- Addressing students by name.
- Spend enough time with the learners at any part of the day.
- Be patient to listen the speech of the learners, disregarding the complexity of it.
- Assure learners that you are ready to help them.
- It should be remembered that creating conducive environment needs time.

There are different types of classroom arrangement styles to create conducive learning environment where the teacher-learners and learners-learners can interact with each other.

- Auditorium style - A classroom arrangement style in which all students sit facing the teacher. The style is effective in lecture method.

- Face to face style – A classroom arrangement style where a small number of student (usually three/four) sit at tables and this style is effective in face to face discussion.
- Seminar style – A classroom arrangement style where a large number of students sit in circular, square or U- shaped arrangements,
- Cluster style – A classroom arrangement style in which a small number of students work in small, closely bunched groups. This type of arrangement is effective for social interaction.

To manage these types of classroom, effective reinforcement is to be used for encouraging students for spontaneous interaction.

Exercise

1. What are the needs of creating social environment in the classroom?
2. What should be the role of teacher for creating such an environment?
3. What are the characteristics of conducive learning environment?
4. How can the classroom be arranged for suitable conducive learning environment?

Check the answer

1. To establish social and emotional relationship among learners.
2. A teacher should represent himself as a model, his role will be impartial, democratic & guide.
3. The learners ask question & the teacher encourage them.
 - Help in knowledge construction.
 - The teacher should never criticise or make negative remarks.
 - Be sensitive to the problems of learners

2.3.2 Child centred pedagogy

In the second chapter of National curriculum frame work-2005, it is stated that teaching shall be centred around the needs of the learners. Hence the objectives of teaching will be the total development of the learners through the desirable modification of behaviour. It is necessary to understand the potentialities of the learners.

- The interest, attitude, aptitude & other & acquired abilities.
- The social, emotional, cognitive, physical & aesthetic needs of the learners at different development stage.
- The aspirations of the learners.
- His conscious & unconscious behaviour.
- His motivational behaviour.
- group behaviour
- His inner conflicts & other aspects of mental health. Understanding these aspects of the learners & to match the content with the children, the role of the teacher will be —

1. Selection & organization of the subject or learning experiences —

The teacher should decide

- What type of subject content & teaching materials will be selected according to the stage of the learners?

- How will these subject content & materials be organized? To obtain the answer of the question regarding the curriculum selection, the teacher must know the development stages, characteristics of each stage, the nature of learning & principle of learning & emphasis should be given on these aspects.

2. To know the teaching learning techniques –

The learners learning – After the selection of the content, the matters to be considered are – How to teach & how to learn? How can the interest of the learners be increased? All these questions help a teacher to select a suitable teaching method for the learners. The teacher understands that any one teaching method/ technique cannot be effective for all students and in all situations.

3. Creating learning environment

The next important thing for a teacher is to create a proper learning environment. The teacher needs to decide whether the individualized learning or group learning, project method will be effective for the learners. It means, the learners should be at the centre of the learning environment and its influences on the teaching learning process.

4. Influence of external environment

There is student diversity in respect of language, religion, social & economic conditions, culture etc. The teaching method and learning environment will be created in consideration of all these factors.

5. Guidance

The teacher should have knowledge about the strengths and limitations of the students and guide them according to the necessity.

6. Assessment & evaluation of the learners —

The teacher should evaluate whether the behaviour of the learners is modified through the learning experiences.

7. The education of the problem children

These are different types of students in the classroom. Some of these children suffer from problem behaviour. These problem children are guided after understanding the causes of their problems.

On the basis of the above discussion, it can be stated that the learners are at the centre of the educational planning. The pedagogy is the art and science of teaching a child. The cognitive, affective & psychomotor domains are nourished through teaching.

Each domain helps to develop some skills. For examples –

- a) the skills that are developed in cognitive domains are – knowledge, comprehension, Application, Analysis, Synthesis & evaluation.
- b) The skills belong to the affective domain – Receiving, Responding, Valuing, Organizing & characterization,
- c) The psychomotor domain helps in the acquisition of motor skill to perform any task.

Therefore, the objectives of teaching, methods, evaluation— all are decided according to the pedagogy. In this way, to plan & represent the subject - matter according to the age, interest & ability of the child is called child centred pedagogy.

2.4 Development of Children with Creative Potential

In order to attain the top of the problem solving ability W.J.J Gordon developed the synectic method which afterwards transformed into brain storming particularly for the children and adolescents. This method is popularly called as BRAIN STORMING. Some characteristics of this method are noted below keeping in view of the school students.

- For brainstorming small groups are to be formed.
- To discover as many paths of solution as possible.
- In the brain storming session everybody has to participate actively.
- In succession everybody has to add something/idea that was not previously used by others.
- It does not matter if someone takes matter as impossible at the beginning.
- An observer should be there who can note everything in the session.
- A repeated practice can reveal a number of solutions.
- At the end some limitations and inference can be drawn.

An example of brain storming may be ‘ANTAKSHARII’ (ending and beginning with same letter in recitation, songs, development of vocabulary etc.)

For this following actions may be taken :

- Selection of small groups.
- Topic may be set to develop vocabulary
- All students are to be involved so that there is a scope of development of skill of each student.
- Time limit for each individual should be optimum.

Teacher may extend help as and when necessary

Teaching of Content

On the basis of appropriate lesson, arrangement of role playing may be arranged among the students. There may be different types of roles e.g. doctor, patients, driver, hawker, teacher etc. The students should be encouraged to act in his/her own way maintaining creative potential. Role playing has the following advantages :

- Joyful and spontaneous learning
- Realization of the underlying significance
- The learning in this way becomes permanent as it is matched with direct experiences
- Creativity is practiced
- Diversity comes in the learning
- Habits for group learning is developed

2.4.1 Developing child's creative potential

Definition & nature of creativity

The term 'creativity' is often used in education. To create, discover something for the benefit of human being & society is called creativity. The invention of Radio, TV, which contributes to the benefit of men, is an example of creativity. Psychologists like Guilford, Taylor, Torrance, Kogan defined creativity. According to Stagner & Karwoski — Creativity implies the production of totally or partially novel identity.

According to Wallach & Kogan — Creativity lies in producing more associations and in producing more that are unique.

Creativity & two types of thinking —

1. **Convergent thinking** — It is involved with the situations, which require the production of only one correct answer & a narrowing process of thinking.
2. **Divergent thinking** — It is involved with the situations which require multiplicity of responses. According to Guilford — Creativity is manifested through divergent thinking.

2.4.2 Factors of creativity

- **Originality** — Ability to create new ideas.
- **Ability of novel solution** — Ability to solve a problem in a novel way.
- **Fluency** — Ability of solving multiples problems fluently.
- **Flexibility** — Variety of solutions and ideas.
- **Elaboration** — Ability to work out in details.

There are differences in creativity among individuals.

2.4.3. Development of crativity

The researchers have shown that creativity can be developed in free, spontaneous education environment. The persons with average level of intelligence, keen observational power, ability of curiosity, self esteemed may manifest creativity. Now the question is — 'how can creativity be developed?'. The positive attitude of teachers towards creative children & patience of accepting new ideas & novel solutions is essential for its development.

In a workshop, organised by 'Nobodaya School committee' in 1886, the book published by B.K. Passi, different techniques were mentioned for nourishment of creativity —

- **Presentation of open-ended questions to stimulate divergent thinking** — There are number of answers to these questions, but none is incorrect.
- **Presentation of a meaningless but symmetrical & similar concept** — For example — 'If you can fly like a bird?' This types of tasks create new thinking along with fun.
- **Sensitization about surroundings** — Preparing a list of problems about surroundings & encouraging them to know elaborately.
- Selection of project on the basis of the interest of the learners where originality of thinking will be manifested.

- Less emphasis on text-based information and encouraging to collect additional materials & information.
- Giving opportunity to express thinking which will be centred around the subject of interest.
- Encouraging for creative learning — which will help to meet up their curiosity, problem solving, asking questions & drawing inferences & conclusions.
- When the child asks unusual questions, they will be praised to encourage.
- Encourage them to solve a problem differently.
- There will be no evaluation directly at the time of solution, the emphasis must be given on the quantity not on the quality of the production.
- After collecting all the ideas & solutions, viable ideas and solutions will be accepted.
- Do not expect right answer at the begining. The child should be encouraged to find out the right answer himself.
- The child should not be insulted while giving answers to questions.
- Any negative or sarcastic remark should not be made. As it makes the classroom climate complex and the classroom climate should be supportive for giving answers.
- Self confidence must be enhanceed among the children.
- Self criticism must be stopped.
- The teacher should not speak anything when the learners solve the problem, he will help them only to collect necessary material.
- Discourage rote learning.
- Applying brain-storming method of Osborn, their convergent multiplicity of responses must be encouraged. In this process, a group of students is told to solve a problem in different ways. They should not be discouraged at that time. All the solutions are written and evaluated at the end of the discussions. Generally 6% statements are considered as suitable solution.

In conclusion it may be said that, the learners must be provided freedom for thinking, studying & performing the work for the development of creativity. They should not be confined to the curriculum, evaluation & administrative rules & regulations.

Exercises

1. What is meant by creativity ?
2. What are the factors of creativity ?
3. What are the types of thinking ?
4. What is divergent thinking ?
5. What is brain-storming ?
6. Write any four ways of developing creativity.

Check your answers :

1. Creativity lies in producing more associations and in producing more that are unique.
 2. The factors of creativity are — originality, fluency, ability of novel solution, flexibility & elaboration.
 3. Two types of thinking — convergent & divergent.
 4. Divergent thinking & multiplicity of responses.
5. ‘Brain storming’ is the process of storming the brain with different ideas. The group of the children are asked to sit in group for solving a problem through the different ways of thinking. Their solutions are written without any inhibition & at the end the right ideas are accepted after evaluation.
6. Encouraging the children for assuming different types of solutions —
- Inspiring children to give different answers through the open-ended questions.
 - Recognition of novel solution of problems.
 - Encouragement to give as many solutions & ideas as possible.

2.5. Context based teaching

The children assembled in a classroom, they came from the different context. They not only differ in intelligence, physical and mental abilities, but there are cultural, linguistic, racial differences. All these variations affect their learning experiences also. On the basis of developmental contextualism as proposed by Richard Lerner (1991), a number of researches have been conducted on cultural contextualism. Developmental contextualism means the discription of how the child interacts with the environment with the biological & psychological characteristics.

There are four major forces for the development of the complex cognitive development of the learners —

- **Physical settings :** Home, classroom & workplaces of the learners.
- **Social influences :** Students families, peers & other social members.
- **Personal characteristics :** Physical apperance, temperament, verbal fluency of the learners.
- **The changes due to the influences of time :** The student’s diversity is observed due to the influences of time.

In an integrated eduactional setting as the children come from the different contexts, there are also exceptional children with them. Such as — Mentally retarded, sensory impaired & talented childern are integrated also in the same classroom.

In ‘developmental contextualism’, Richard Lerner has shown that the traditional teaching method cannot satisfy the needs of the learners. Therefore, a teacher should take initiatives for successful implementation of multi cultural teaching.

A child’s thinking & learning is influnced by his culture. At the same time, a teacher often misinterpret the behaviour of a learner on the basis of his own culture. Generally a teacher evaluate only the cognitive activities in the classroom.

Learners came from different racial, socio-economic conditions and then interests & values are accepted by their surroundings & families, but are not accepted by the school environment.

For this type of problems, it was thought to impart education according to the environmental variations. Likely the efforts were made to present the subject-content based on the materials used in one's content. Imparting education on the basis of learner's personal, environmental, cultural environment – enhanced their educational attainment.

Constructivism

According to the recent trend of educational Psychology, human beings collect cognitive information from his/her environment. Integrating these information with his own personal experiences & mental components, a cognitive structure is formed. Teachers generally think that the students acquire exactly the subject matter taught & language used by them. But according to constructivism, each learner interprete the subject matter on the basis of the materials & symbols used in one's environment. They collect information to interpret the new learning material (on the basis of his own experiences) which is not told by the teacher. According to the concept of constructivism —

- Knowledge is subjective, as two individuals differ in their experiences, therefore knowledge cannot be the same.
- The construction of knowledge depends on the materials & symbols used in one's own environment in his learning used his culture, social environment. For this the learners use his culture, social environment in his learning. Therefore constructivism plays an important role in the teaching based on environmental variation.

The teaching that can be adopted by the teacher are described below —

- To acquire new subject matter through the cooperative learning.
- To perform individually after the acquisition of new subject matter.
- Engaging the learners on environment based projects.
- Allowing them to perform in different ways.
- Arrangement of different cultural festivals & discussion with the learners on the characteristics feature of the festivals.
- Giving opportunity to the learners to interact with the children of minority groups.

Exercises

1. What is meant by contextual diversity ?
2. What is developmental contextualism ?
3. In what aspects, the learners differ from each other ?
4. What is meant by constructivism ?
5. How does constructivism emphasis on contextual variation ?

Check your answers

1. Learners comes to school with cultural, linguistic, racial variations — which is known as contextual diversity.
2. Developmental contextualism means how the children with physical & psychological characteristics interact with their environment.

3. Personal characteristics, social context. Physical settings & influences of time create diversity among the learners.
4. Construction of knowledge on the basis of one's existing knowledge.
5. Learners use their cultural & environmental experiences in knowledge construction. The materials & symbols used in their own environment, helps in the knowledge construction.

2.6 Education & Human Rights

Human Right's in universal concept. Human Rights refers to the fundamental freedom & basis rights irrespective of which men & women, children and aged cannot exist with respect & dignity. The fundamental rights are the right to life, liberty & security, where each man, woman & child has equal right. Like these some other fundamental rights are — rights to education, health hygiene, recreation, equity & dignity. It is the duty of the govt. to implement & preserve these rights irrespective of the differences of race, religion, caste, gender & birth places.

Universal Declaration of Human Rights (1948)

After the realization of the consequences of second world war, a general assembly was formed and which results in the formation of united nation. Former President of United Nations, Uthant has shown that the preservations of the human rights is basic concept of human liberty, progress, peace & prosperity. The United Nations has proclaimed human rights as central to the achievement of the rights enshrined in the universal Declaration of Human Rights.

In the universal declaration of Human Rights (1948), enlisted 30 rights, which are described in brief :

The rights are —

- Everyone has the right to life, liberty & security.
- Everyone has the right to recognition everywhere as a person before the law.
- Everyone has the right to freedom of movement and residence within the border of each state. Everyone has the right to leave any country and return to his country.
- Everyone has the right to freedom of opinion and expression.
- Everyone has the right to freedom of peaceful assembly & association.
- Everyone has the right to work, to free choice of employment.
- Everyone, without discrimination has the right to equal pay for equal work.
- Everyone has the right to form & join trade unions for the protection of his interests.
- Everyone has the right to education, parents have a prior right to choose the kind of education that shall be given to their children.
- Everyone has the right freely to participate in the cultural life of the community.
- Everyone has the right to adequate standard of living & health, well being of himself & the family, including food, clothing, housing & medical care and necessary social resources, the right to security in the event of unemployment, sickness, disability, old age & other lack of livelihood in circumstances beyond his control.

In Article 26 of universal declaration of Human Right the right to education was stated —

1. Everyone has the right to education. Education shall be free, at least in the elementary & fundamental stages. Elementary education shall be compulsory. Technical & professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be diverted to the full development of the human personality & to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance & friendship among all nations, racial & religious groups and shall further the activities of the united nations for the maintenance of peace.
3. Parents have prior right to choose the kind of education that shall be given to their children.

In Indian Constitution

Indian Constitution is an important deed which united the one of old civilization of the world and formed multilingual race. This is one of the greatest constitution of the world. The objective of the each article is to maintain peace & harmony of us. The articles related to the Human Rights include the right to equality, liberty, right against oppression, liberty of religion, right to preservation of culture & education & man maintenance.

Right to culture & education

In 29 (A) — Right to preserve their own culture & scripts.

In 29 (B) — Any citizen can not be denied to be admitted in an educational institution on the basis of religion, race, language & caste.

According to article 30, the minority classes will be able to govern educational institutions.

In 2002, the 86th amendment to the constitution introduced article 21-A making the right to education a fundamental right. Article 45 of the constitution was omitted with the incorporation of article 51A (fundamental duties of the citizen) enjoining upon the parents “ to provide opportunities for education to a child between the age of six and 14”. It means that it is the responsibility of the government to provide for early childhood care & education to the children below the age of six years.

2.6.1 Inclusive approach to education

The term ‘Inclusion’ means a specific view which believe that each person is respectable & valuable. It is a continuous & dynamic process where child or adult participates in all social activities equally. On account of this, every child irrespective of his/her caste, religion, culture, gender and disabilities can be admitted in a school & can take the help of special equipments, guidance & specially trained teachers according to his individual needs. The primary education is not an exception from this.

2.6.2 Education of children with special needs – CWSN

The children who are physically & mentally challenged and where the regular educational system cannot cater to their individual needs or require special arrangement to meet their needs are called exceptional children. At present, they are called ‘children with special needs’. The children belong to this group —

- **Mentally exceptional** — Mentally retarded, learning disabled & gifted.
- **Physically exceptional** — Hearing impaired, visually impaired, orthopedically handicapped.

- Speech & language disability.

The specially designed instructions for the exceptional children or to meet their special needs is called special education. It may required, special teaching techniques, special equipments and special arrangements if required.

For examples, large printed materials or braille for visually impaired, hearing aids and teaching by lip reading & finger spelling for deaf/herd of hearing, wheel chair & ramp for locomotor disability. Likely enrichment of learning environment is required for the gifted children. Some special arrangement, special vehicles, phychological guidance & counselling & therapy may be required.

Teaching through braille

A French citizen, Louis Braille discovered braille for teaching through the use of tactile organ of blind children in 1828. There are raised dots on heavy papers. Six dots are used and represent letters symbols in different combination of the dots. The visually impared read the letters through teaching dots with hands. This is a system of touch reading.

The arrangements which are done for the auditory impaired children in order to help them to communicate with each other are as follows :

1. **Sign language** — To comprehend the meaning of the language through the different gestures and movement of the hands is called sign language.
2. **Finger language** — It is the process of writing in the air with fingers. Fingers spelling is a kind of manual respresentation of written language based on english alphabets.
3. **Speech reading** — It is a method of understanding the message by observing the lip movements of the speakers.
4. **Auditory training** — The main idea of this type of training is to utilize the residual hearing of the child. Hearing impaired may have residual hearing. The aim of auditory training is to enhance their hearing capacities through the utilization of remaining hearing.

There are three stages —

- a) To develop awareness of the functions & types of sound.
- b) To discriminate various sounds in one's environment.
- c) To differentiate among vocal sounds.

The task of training to the deaf children is very difficult & time consuming. The teacher must keep patience & needs to be trained. He should be sympathetic to the students. Community awareness is needed for these children & the teacher must be careful, responsible to spend additional time & energy for these children.

2.6.3 Education in integrated settings

There are educational system in our country for the normal children who do not have special needs and where the schools are located in a definite place and imparting education through a specific curriculum, time-table, teachers & students in an integrated setting – is called education in an integrated setting. The schools are structured as simplified, purified, better balanced societies.

2.6.4 Inclusive education

The educational system of our country is organised only for the average students. This type of system cannot satisfy the needs of the disabled, gifted or the children from diverse culture & contexts. In an inclusive education, efforts are made to assimilate these needs with the needs of the average children. In our country, the needs of the exceptional, specially the needs of the disabled have been ignored for a time. Later ‘special schools’ were established for these children. Generally, in the first of educational system organized in the different countries of the world. The first ‘special school’ was established at Amritsar in 1887. Anne Sharp, a missionary established this school for the blind.

Later it was observed that these special schools are incapable of satisfying the needs of those children. The concept of ‘Mainstreaming’ developed at the end of twentieth century in scandinavian countries. The concepts of normalization derives from the educational concepts which believes that a child will be educated in a special school only when his/her needs cannot be satisfied in the schools for other normal children. But whether the special children will be included with the normal children in curricular & co-curricular activities or restricated to special schools, will be decided in consideration of their levels of disabillities needs. Derived from this educational throught, the process which started in the field of education is called ‘integration’.

Through the mainstreaming & integration the assimilation of the lives & society of the normal & exceptional people is called inclusion.

Reasoning in supporting inclusion

As a result the exceptional children became self sufficient. When the regular students are integrated with exceptional children, they become respectful to the diversity, feeling of empathy nourished and learn to overcome the disabilities. The expenditure of the government is also reduced to some extent.

Essential changes in school organizations

It is essential to adopt some measures to include disabled children in regular schools.

1. Provision of additional training for the disabled.
2. Selection of proper curricular & co-curricular activities.
3. Suitable teaching method & organization of the classroom.

2.7 Summary

Constitution of India was promulgated on 26 th January, 1950. It contains three lists Centre, State and Concurrent list. Education came to concurrent list from the state list as a result of 42nd amendment. Article no. 45, 350A, and as a result of 86th amendment 21A, sub clause of 51(A) are related to Primary education. The first noteworthy education policy of independent India is the National Education Policy (1986). This included several proposals like development of Early Childhood Care and Education, Operation Blackboard etc. In 2002, 86th amendment education was declared as the fundamental rights of the children. Special children with disability was defined in this amendment. All children with disability or any type of deprivation came under the educational system INCLUSIVE EDUCATION.

2.8 Unit End Exercises

1. Answer within 30 words :
 - a. How many lists are there in Indian Constitution? Mention them.
 - b. In which year education came in the joint list? Where it was included before that?
 - c. What was the reason for inclusion of education in the concurrent list?
 - d. Write the article 45 of the constitution.
 - e. Describe the article 350(A) of the constitution.
 - f. Why is the 86th amendment of constitution in 2002 called historic?
 - g. Write four rights under the universal human rights declaration (1986).
 - h. What is inclusion Education?
2. Write briefly within 150 words:
 - a. Write notes on-Early Childhood Care and Education and Operation Blackboard.
 - b. Who are called children with special needs? Define special Education.
 - c. Write method of education for VI and deaf students
3. Answer the following within 300 words :
 - a. Explain the articles related to education of primary children
 - b. Write the recommendations of Kothari Commission regarding Primary Education.
 - c. Write the national education policy related to Primary education.
 - d. Give opinion on ‘one of the best rights is the right to education‘

Unit-3

Right to education

- 3.1. Introduction
- 3.2. Objective
- 3.3. Preliminary
- 3.4. Right to free & Compulsory education
- 3.5. Duties of appropriate government, local authorities & parents
- 3.6. Responsibilities of schools & teachers
- 3.7. Curriculum & Completion of elementary education
- 3.8. Protection of right of children
- 3.9. NCPCR & SCPCR
- 3.10. Let us sum up
- 3.11. Exercise

3.1. Introduction

In 1910, on 18th March, Gopal Krishna Gokhale, proposed to the Imperial Legislative Council to implement 'Free & Compulsory Primary Education' in India. But his proposal was rejected. Later, in 1917, B. R. Ambedkar, was capable of passing the 'Act of Compulsory Education', which is known as 'Patel Act' as a result of this, in British India, within 1918-30, the 'Act of Compulsory Education' was included in the law books of each state.

The Kher Committee was formed in 1947. The 'Ways & Means Committee' was formed to search for the 'Ways & Means Committee' was formed to search for the Ways & Means to introduce 'Universal Primary Education' within a period of ten years. At that time, it was proposed to include it as a fundamental right. It was stated that every citizen has the right to free primary education, and it is the responsibility of the nation to impart free & compulsory education to all children who are below fourteen years of age within the period of ten years from the commencement of this constitution & in Article 45, it was stated that "The state shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.

Later the case of Unni Krishnan & others VS. State of Andhra Pradesh in 1993, has held that the children under the age of 14 years have the fundamental right to free education. By this judgement, it became imperative for the govt. to effect an amendment to the constitution to provide for free & compulsory education to all those under the age of 14 as a clause within Article 21.

In 2002, the 86th amendment to the constitution introduced Article 21-A, making the right to education as a fundamental right. For the first time in independent India's history, a fundamental right had been added to the constitution.

Right to education –

- (1) Article 21A, inserted in the constitution of India to provide free & compulsory education for all children in the age group of six to fourteen years as a ‘Fundamental Right’ in such a manner as the state may, by law, determine.
- (2) Substitution of Article 45 of the constitution and new article will be substituted for the provision of early childhood care & education to the children who are below the age of six years.
- (3) Amendment of Article 51A – the following clause shall be added, namely –

“Who is a parent or guardian to provide opportunities for education to his child, or as the case may be, the ward between the age of six to fourteen years”.

In December 2002, after the constitution (Eighty Six Amendment Act) inserted Article 21–A –
2003 – Free & Compulsory education for children, Bill.

2004 – A revised draft of the Bill entitled “Free & Compulsory Education Bill, 2004”.

2005– The CABE committee (Central advisory Board of Education) drafted. “The Right to Education Bill” and submitted to the HRD.

2006– The Finance committee and planning commission rejected the Bill citing the lack of funds & a model Bill was sent to state for making the necessary arrangement.

2008/09– Right of children to free & compulsory Education Bill, 2008, passed in both Houses of Parliament in 2009. The law received President’s assent in August 2009.

1st April, 2010 – Article 21A and the RTE Act come into effect.

The law came into effect in the whole of India except the state of Jammu & Kashmir.

The RTE Act provides for the :

- Right of children to free & compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that compulsory education means obligation of the appropriate govt. to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of charges or expenses which may prevent him or her from pursuing & completing elementary education.
- It makes provision of a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties & responsibilities of the appropriate govt., local authority and parents in providing free & compulsory education & sharing of financial responsibilities between the central & state government.
- It lays down norms & standards relating inter alia to pupil teacher ratio, building & infrastructure, school working days, teacher-working hours.

It provides for appointment of appropriately trained teachers with the requisite entry & academic qualifications.

It prohibits a) Physical punishment & mental harassment b) Screening procedure for admission c) Capitation fee d) private tuition by teachers e) running of school without recognition.

It provides for development of curriculum in consonance with the values enshrined in the constitution, and which would ensure the all round development of the child, building on the child's knowledge, potentiality & talent and making the child free of fear & anxiety through a system a child friendly & child-centred learning.

3.2 Objectives

After studying this unit you will be able to :

1. Understand the right of children to free and compulsory education act, 2009.
2. Understand duties of appropriate Government, Local Authority and Parents.
3. Understand the responsibilities of school and teachers.
4. Know the curriculum and completion of elementary education.
5. Understand protection of right of children.

3.3 Preliminary

1. (1) This Act may be called the Right of Children to Free and Compulsory Education Act, 2009. Short title, extent and commencement
 - (2) It shall extend to the whole of India except the State of Jammu and Kashmir.
 - (3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

Definitions

2. In this Act, unless the context otherwise requires. –
 - (a) “appropriate Government” means –
 - (i) in relation to a school established, owned or controlled by the Central Government, or the administrator of the Union territory, having no legislature, the Central Government;
 - (ii) in relation to a school, other than the school referred to in sub-clause (i), established within the territory of –
 - (A) a State, the State Government;
 - (B) a Union territory having legislature, the Government of that Union territory;
 - (b) “capitation fee” means any kind of donation or contribution or payment other than the fee notified by the school;
 - (c) “child” means a male or female child of the age of six to fourteen years;
 - (d) “child belonging to disadvantaged group” means a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having

- disadvantage owing to social cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;
- (e) “child belonging to weaker section” means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification;
 - (f) “elementary education” means the education from first class to eighth class;
 - (g) “guardian”, in relation to a child, means a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or a statute;
 - (h) “local authority” means a Municipal Corporation or Municipal Council or Zila Parishad or Nagar Pandiyat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village;
 - (i) “National Commission for Protection of Child Rights” means the National Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005;
 - (j) “notification” means a notification published in the Official Gazette;
 - (k) “parent” means either the natural or step or adoptive father or mother of a child;
 - (l) “prescribed” means prescribed by rules made under this Act;
 - (m) “Schedule” means the Schedule annexed to this Act;
 - (n) “school” means any recognised school imparting elementary education and includes –
 - (i) a school established, owned or controlled by the appropriate Government or a local authority;
 - (ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;
 - (iii) a school belonging to specified category; and
 - (iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;
 - (o) “screening procedure” means the method of selection for admission of a child, in preference over another, other than a random method :
 - (p) “specified category”, in relation to a school, means a school known as Kendriya Vidyalaya. Navodaya Vidyalaya. Sainik School or any other school having a distinct character which may be specified, by notification, by the appropriate Government;
 - (q) “State Commission for Protection of Child Rights” means the State Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005,

3.4 Right to free and compulsory education

3. (1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. Right of child to free and compulsory education.
- (2) For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education.

1 of 1996

Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.

4. Where a child above six years of age has not been admitted in a school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age: Special provisions for children not admitted to, or who have not completed elementary education

Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed:

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

5. (1) Where in a school there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education. Right of transfer to other school
- (2) Where a child is required to move from one school to another, either within a State or outside, for any reason whatsoever, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.
- (3) For seeking admission in such other school, the Head-teacher or in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate :

Provided that delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school :

Provided further that the Head-teacher or in-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.

3.5 Duties of appropriate government, local authority and parents

6. For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.

Sharing of financial and other responsibilities

7. (1) The Central Government and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.
- (2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act.
- (3) The Central Government shall provide to the State Governments, as grants-in-aid of revenues such percentage of expenditure referred to in sub-section (2) as it may determine, from time to time, in consultation with the State Governments.
- (4) The Central Government may make a request to the President to make a reference to the Finance Commission under sub-clause (d) of clause (3) of article 280 to examine the need for additional resources to be provided to any State Government so that the said State Government may provide its share of funds for carrying out the provisions of the Act.
- (5) Notwithstanding anything contained in sub-section (4), the State Government shall, taking into consideration the sums provided by the Central Government to a State Government under sub-section (3), and its other resources, be responsible to provide funds for implementation of the provisions of the Act.
- (6) The Central Government shall –
- (a) develop a framework of national curriculum with the help of academic authority specified under section 29 ;
 - (b) develop and enforce standards for training of teachers;
 - (c) provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building.

8. The appropriate Government shall –

- (a) provide free and compulsory elementary education to every child:

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

Explanation – The term “compulsory education” means obligation of the appropriate Government to –

- (i) provide free elementary education to every child of the age of six to fourteen years, and
- (ii) ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;

- (b) ensure availability of a neighbourhood school as specified in section 6;
- (c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- (d) provide infrastructure including school building, teaching staff and learning equipment;
- (e) provide special training facility specified in section 4;
- (f) ensure and monitor admission, attendance and completion of elementary education by every child;
- (g) ensure good quality elementary education conforming to the standards (and norms specified in the schedule)
- (h) ensure timely prescribing of curriculum and courses of study for elementary education; and
- (i) provide training facility for teachers.

Duties of local authority

9. Every local authority shall –

- (a) provide free and compulsory elementary education to every child.

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school:

- (b) ensure availability of a neighbourhood school as specified in section 6;
- (c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented (from pursuing and completing elementary education on any grounds);
- (d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner “as may be prescribed.
- (e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;
- (f) provide infrastructure including school building, teaching staff and learning material;
- (g) provide special training facility specified in section 4;
- (h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;
- (i) ensure timely prescribing of curriculum and courses of study for elementary education;
- (j) provide training facility for teachers;
- (k) ensure admission of children of migrant families;
- (l) monitor functioning of schools within its jurisdiction; and
- (m) decide the academic calendar.

10. It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school.

Duty of parents and guardian.

11. With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children.

Appropriate Government to provide for pre-school education.

Responsibilities of schools and teachers

3.6 12. (1) I or the purposes of this Act, a school, –

Extent of school's responsibility for free and compulsory education

- (a) specified in sub-clause (i) of clause (n) of section 2 shall provide free and compulsory elementary education to all children admitted therein;
- (b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five percent,;
- (c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class 1. to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion.

Provided further that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed:

Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2;

Provided further that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land building, equipment or other facilities, either free of cost, or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation.

(3) Every school shall provide such information as may be required by the appropriate Government or the local authority, as the case may be.

13. (1) No school or person shall, while admitting a child collect capitation fee and subject the child or his or her parents or guardian to any screening procedure.

No capitation fee and screening procedure for admission

(2) Any school or person, if in contravention of the provisions of sub-section (1), —

(a) receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged;

(b) subjects a child to screening procedure, shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contraventions.

Proof of age for admission 14. (1) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1836 or on the basis of such other document, as may be prescribed

(2) No child shall be denied admission in a school for lack of age proof. 6 of 1886.

No denial of admission 15. A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed :

Provided that no child shall be denied admission if such admission is sought subsequent to the extended period;

Provided further that any child admitted after the extended period shall complete his studies in such manner as may be prescribed by the appropriate Government.

Prohibition of holding back and expulsion 16. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

Prohibition of physical punishment and mental harassment to child 17. (1) No child shall be subjected to physical punishment or mental harassment
(2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

18. (1) No school, other than a school established, owned or controlled by the appropriate Government or the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed

(2) The authority prescribed under sub-section (1) shall issue the certificate of recognition in such form, within such period, in such manner, and subject to such, conditions, as may be prescribed.

Provided that no such recognition shall be granted to a school unless it fulfils norms and standards specified under section 19.

(3) On the contravention of the conditions of recognition, the prescribed authority shall, by an order in writing, withdraw recognition.

Provided that such order shall contain a direction as to which of the neighbourhood school, the children studying in the derecognised school, shall be admitted :

Provided further that no recognition shall be so withdrawn without giving an opportunity of being heard to such school, in such manner, as may be prescribed.

(4) With effect from the date of withdrawal of the recognition under sub-section (3), no such school shall continue to function.

- (5) Any person who establishes or runs a school without obtaining certificate of recognition, or continues to run a school after withdrawal of recognition, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.
- 19.** (1) No school shall be established, or recognised, under section 18, unless it fulfils the norms and standards specified in the Schedule. Norms and standards for school.
- (2) Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the schedule, it shall take steps to fulfil such norms and standards at its own expenses, within a period of three years from the date of such commencement.
- (3) Where a school fails to fulfil the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.
- (4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.
- (5) Any person who continues to run a school after the recognition is withdrawn, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.
- 20.** The Central Government may, by notification, amend the Schedule by adding to, or omitting therefrom, any norms and standards. Power to amend Schedule
- 21.** (1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers; School Management Committee

Provided that atleast three-fourth of members of such committee shall be parents or guardians :

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section.

Provided also that fifty percent. of Members of such Committee shall be women.

- (2) The school Management Committee shall perform the following functions, namely :—
- (a) monitor the working of the school;
 - (b) prepare and recommend school development plan;
 - (c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and
 - (d) perform such other functions as may be prescribed.

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.

School
Development
Plan.

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

23. (1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification, shall be eligible for appointment as a teacher.

Qualifications
for
appointment
and terms and
conditions of
service of
teachers

(2) Where a State does not have adequate institutions offering courses or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification.

Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

(3) The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

24. (1) A teacher appointed under sub-section (1) of section 23 shall perform the following duties, namely :-

Duties of
teachers and
redressal of
grievances

- (a) maintain regularity and punctuality in attending school.
- (b) conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;
- (c) complete entire curriculum within the specified time;
- (d) assess the learning ability of each child and accordingly supplement additional instructions, if any, as required ;
- (e) hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
- (f) perform such other duties as may be prescribed.

(2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her.

Provided that before taking such disciplinary action reasonable opportunity of being heard shall be afforded to such teacher

(3) The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

25. (1) Within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the schedule, is maintained in each school.

Pupil-
Teachers
Ratio

- Filling up vacancies of teachers
- (2) For the Purpose of maintaining the Pupil-Teacher Ratio under sub-section (1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27.
26. The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten percent of the total sanctioned strength.
- Prohibition of deployment of teachers for non-educational purpose
27. No teacher shall be deployed for any non-educational purpose other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament, as the case may be
- Prohibition of private tuition by teachers
28. No teacher shall engage himself or herself in private tuition or private teaching activity.

3.7 Curriculum and completion of elementary education

29. (1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to specified by the appropriate Government, by notification. Curriculum and evaluation procedure
- (2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely—
- (a) conformity with the values enshrined in the Constitution;
 - (b) all round development of the child;
 - (c) building up child's knowledge, potentiality and talent;
 - (d) development of physical and mental abilities to the fullest extent;
 - (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
 - (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
 - (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
 - (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.
30. (1) No child shall be required to pass any Board examination till completion of elementary education. Examination and completion certificate
- (2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed. Monitoring of child's right to education

3.8 Protection of right of children

31. (1) The National Commission for protection of Child Right constituted under section 3, or, as the case may be, the State Commission for Protection of Child Rights constituted under section 17, of the Commission for Protection of Child Rights Act, 2005, shall, in addition to the functions assigned to them under the Act, also perform the following functions, namely:—

- (a) examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation;
 - (b) inquire into complaints relating to child's right to free and compulsory education, and
 - (c) take necessary steps as provided under sections 15 and 24 of the said Commissions for Protection of Child Rights Act.
- (2) The said Commission shall, while inquiring into any matters relating to child's right to free and compulsory education under clause (c) of sub-section (1), have the same powers as assigned to them respectively under sections 14 and 24 of the said Commissions for Protection of Child Rights Act.
- (3) Where the State Commission for Protection of Child Rights has not been constituted in a State, the appropriate Government may, for purpose of performing the functions specified in clauses (a) to (c) of sub-section (1), constitute such authority, in such manner and subject to such terms and conditions, as may be prescribed.
- 32.** (1) Notwithstanding anything contained in section 31, any person having any grievance relating to the right of a child under this Act may make a written complaint to the local authority having jurisdiction. Redressal of grievances
- (2) After receiving the complaint under sub-section (1), the local authority shall decide the matter within a period of three months after affording reasonable opportunity of being heard to the parties concerned.
- (b) the area or limits for establishment of a neighbourhood school, under section 6;
 - (c) the manner of maintenance of records of children up to the age of fourteen years, under clause (d) of section 9;
 - (d) the manner and extent of reimbursement of expenditure, under sub-section (2) of section 12;
 - (e) any other document for determining the age of child under sub-section (1) of section 14;
 - (f) the extended period for admission and the manner of completing study if admitted after the extended period, under section 15;
 - (g) the authority, the form and manner of making application for certificate of recognition, under sub-section (1) of section 18;
 - (h) the form, the period, the manner and the conditions for issuing certificate of recognition, under sub-section (2) of section 18;
 - (i) the manner of giving opportunity of hearing under second proviso to sub-section (3) of section 18;
 - (j) The other functions to be performed by School Management Committee under clause (d) of sub-section (2) of section 21;
 - (k) the manner of preparing School Development Plan under sub-section (1) of section 22;
 - (l) the salary and allowances payable to, and the terms and conditions of service of teacher, under sub-section (3) of section 23;
 - (m) the duties to be performed by the teacher under clause (f) of sub-section (1) of section 24;
 - (n) the manner of redressing grievances of teachers under sub-section (3) of section 24;

- (o) the form and manner of awarding certificate for completion of elementary education under sub-section (3) of section 30;
- (p) the authority, the manner of its constitution and the terms and conditions therefor, under sub-section (3) of section 31;
- (q) the allowances and other terms and conditions of appointment of Members of the National Advisory Council under sub-section (3) of section 33
- (r) The allowances and other terms and conditions of appointment of members of the State Advisory Council under (3) of section 34

(3) Every rule made under this Act and every notification issued under section 20 and 23 by the Central Government shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or notification or both Houses agree that the rule or notification should not be made, the rule or notification shall thereafter have effect only in such modified form or be of no effect, as the case may be, so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or notification.

(4) Every rule or notification made by the State Government under this Act shall be laid, as soon as may be after it is made, before the State Legislatures.

(3) Any person aggrieved by the decision of the local authority may prefer an appeal to the State Commission for protection of Child Rights or the authority prescribed under sub-section (3) of section 31 as the case may be.

(4) The appeal preferred under sub-section (3) shall be decided by State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be as provided under clause (c) sub-section (1) of section 3

33. (1) The Central Government shall constitute, by notification a National Advisory Council, consisting of such number of Member, not exceeding fifteen, as the Central Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the National Advisory Council shall be to advise the Central Government on implementaion of the provisions of the Act in an effective manner.

(3) The allowanes and other terms and conditions of the appointment of Members of the National Advisory Council shall be such as may be prescribed.

34. (1) The State Government shall constitute, by notification, a State Advisory Council consisting of such number of Members, not exceeding fifteen, as the State Government may deem necessary to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the State Advisory council shall be to advise the State Government on implementation of the provisions of the Act in an effective manner

(3) The allowance and other terms and conditions of appointment of Members of the State Advisory Council shall be such as may prescribed.

3.9 National commission on protection of child Right (NCPCR) and State commission on protection of child Rights (SCPCR)

If any govt. school violates the rules & regulations, complaints may be lodged to NCPCR/SCPCR or court. If the school refuses to admit a child physically & mentally torture or prohibits the enjoyment of the right. Then it is expected to be solved at the level of school committee. If it is not done, then the next step is to lodge complaint to the local authority. If the local committee does not take the initiative to solve then the SCPCR can take action.

Under NCPCR Act 2005, the NCPCR & SCPCR have quasi-judicial powers whereby they can investigate, summon & recommend cases to the courts. They cannot, however, pass judgements & hand out punishment.

The commission has asked to form special cells in schools to solve problems of children. The cell will examine the physical mental torture against children.

Inquire into the complaints & take Suo motu notice of the matter regarding deprivation & violation of child rights or non implementation of laws providing for protection & development of children.

As the Act is related to the fundamental rights, so from the lower court to the higher court can judge the matter. If the problem arises from the higher level, such as lack of fund or insufficient appointment of teachers, then the responsibility lies on the govt. Therefore NCPCR, SCPCR & the court investigate the matter of violation of the rules and take actions.

Functions of central govt.

1. Implementation of rules on the practical aspects.
2. Establishment of National Advisory committee.
3. Planning regarding the sharing of funds with states.
4. Helping the states to prepare the syllabus & class room management techniques.
5. Decision regarding the qualification of professional teachers.
6. Arrangement for completion of Teachers' Training programme within five years.
7. Necessary revision of law for the disabled children.

Function of the State govt.

1. Preparation & implementation of state rules.
2. Determining the student-teacher ratio and appointing teachers within six months.
3. Preparation of the school map of the locality, so the child within the age of ten years can be admitted to these local schools as mentioned in the law.
4. Start functioning through the establishment of school organization committee.
5. Establishment of Rights to Education Protection Act (REPA) in such state where child Rights commission do not exist.
6. Arrangement for teachers' training.
7. Arrangement for training of the employed teachers according to the rule of NCTE.

Exercise :

1. What was stated in the 'Directive Principles' of Article 45?
2. What was added in the Article 22-A?
3. What is SCPCR?
4. What is NCPCR?
5. How much power was vested to NCPCR & SCPCR?

Check the answers

1. It is the responsibility of the nation to impart free & compulsory education to all children who are below fourteen years of age within the period of ten years from the commencement of the constitution.
2. Article 21-A inserted in the constitution of India to provide free & compulsory education to all children in the age group of six to fourteen years as 'Fundamental Right' in such a manner as the state may, by law, determine.
3. State commission on protection of child Rights.
4. National commission on protection of child Rights.
5. NCPCR & SCPCR have quasi-Judicial powers whereby they can investigate, summon & recommend cases to the courts. They cannot, however, pass judgements & hand out punishments.

Check your progress

1. What is mentioned in Section 23(1) of RTE Act.
2. What is SCPCR?
3. What is NCPCR?
4. In which section of RTE Act prohibits any form of corporal punishment in Educational institution.

Hints to Answer

1. The section 23(1) of the RTE Act laid down the minimum qualification for a person to be eligible for appointment as a teacher in schools.
2. State council for Protection of child Rights.
3. National council for protection of child Rights.
4. Right of children to free and compulsory Education Act, 2009, Section (17) prohibits any form of corporal punishment in Educational Institution.

3.10 Let us sum up

The Right of children to free and compulsory Education Act, 2009, is an act to provide free and compulsory education to all children of the age of 6-14 years. Here child means a male or female child of the age of 6-14 years [sec 2(c)] Elementary education means the education from class I-VII [Sec.2 (f)] school [Sec.

2(n)] means any recognized school imparting elementary education. The national council for protection of child Rights (NCPCR), a Central government body looking after child rights has said in its recommendation that any person below 18 years should be considered as a child and it is necessary to extend the provision of the bill to those between 14-18 years as well to prevent them from being exploited as child labour.

3.11 Unit end Exercises

Write the brief answers to the following questions within 250 words.

1. Discuss about Right of children to free and compulsory education Act.
2. Duties of appropriate government, local authority and parents.
3. Responsibility of school and teacher.
4. Curriculum and completion of elementary education.
5. Protection of right of children.
6. Write about NCPCR & SCPCR.

