# CHAPTER - I

## INTRODUCTION

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1.1. INTRODUCTION:

Education be it formal or informal is the corner stone which lays the foundation of one’s personality. The Education System of a country plays an important role in shaping the future of her future citizen and helping them to realize their fullest potential. All individuals have his/her strengths and weaknesses. The progress of a nation depends on successful collective harnessing of the strengths of its individuals, even if that entails going an extra mile to draw out the fullest potential in one and all.

This is very much in tune with the philosophy expressed in the word of the greatest Educator/Thinker / Seer of all times: Swami Vivekananda:

‘Education is the manifestation of perfection already in man’.

It was not until the seventeenth century, that the philosophers undertook a critical examination of the views of the common sense. Plato had emphasized the world of sense experience and that it did not constitute the highest kind of reality. However John Locke’s Essay Concerning Human Understanding (1632-1704), for the first time raised various questions regarding extent and validity of Human knowledge was debated for the first time. Locke departed from the common sense view. According to Locke, then the mind of a newborn infant is blank to be compared with a tabula rasa or a sheet of white paper on which nothing had so far been written. The mind acquires its contents through experience which is of two kinds: ideas which are received through the sense organs and which represents the external world, and those which are formed by the mind through reflection on its operations.

Berkley (1685-1753), noticed the inconsistencies of Locke. He agreed regarding that mind can only know one’s own ideas, but he objected to the distinctions of primary and secondary qualities and the concept of material substance that education of any country depends on the political scenario and philosophy of the educators of that country. Bertrand Russel highlights the dilemma whether a sound and appropriate education should train individuals to be better individuals or to be better citizens, keeping in mind that an individual who has realized his/her true potential is the basis on which perhaps any nation can rest her laurel is to be given precedence. Bertrand Russel further elaborates that, three divergent theories of education have their advocates in the present day. Of these, the first considers that the sole purpose of
education is to provide opportunities of growth and to remove hampering influences. The second holds that the purpose of education is to give culture to the individual and to develop his capacities to the utmost. The third holds that education is to be considered rather in relation to the community than in religion to the individual, and that it’s business is to train useful citizens. All three in varying proportions are found in every system that exists. Thus, education is the systematic effort to not only bring out the true potential of an individual but it also aims to provide all around guidance to bring about effective blossoming of one’s personality.

A long standing tradition of educational ideas regarding the importance of education and the learning methodologies of children in early years have evolved over the years. In the nineteenth and early twentieth century, some of the path–breaking ideas were developed by the pioneers of education and educational psychology, through the times: Froebel, Montessori, Steiner, Piaget Vygotsky, Bruner and Others. The common principles of these stalwarts emphasized the holistic nature of the child’s learning and development. The overall emergent ideas were embedded in developing autonomy, intrinsic motivation and self – discipline through the encouragement of child-initiated, self-directed activity. It also emphasized on first- hand experience and it’s crucial role it plays in a child’s developmental process. This was primarily highlighted through the Pragmatic educator of all times: John Dewey.

The first major Developmental Psychologist to influence classroom practice was none other than: Jean Piaget. Piaget’s ideas were welcomed with a lot of enthusiasm in 1960s as the educational environment at that time had become saturated with the ‘behaviourist school of thought’, which placed the child in a passive role. The Behaviourists viewed the child as a passive person who would learn through a combination of imitation and conditioning by means of external rewards and reinforcement. On the positive side, the most important contribution of Piaget was to alert educators to the child’s active role in his/her learning process. He also showed the importance of motivating mental activity in learning. Piaget showed how children actively attempt to make sense of their world and construct their own understandings. A direct outcome of this trend of thought was that, the child was the active participant, whereas the teacher was to be the facilitator. It was claimed that to instruct children was a mistake. Whenever teachers attempted to teach children
something, they simply deprived the children of opportunity to discover it for themselves.

Vygotsky’s model of human learning is that of the ‘zone of proximal development’. This idea elaborates Vygotsky’s ideas that, faced with a particular task, children can perform at a level on their own, which is described as ‘level of actual development’. However, the children can perform at higher level when they are supported or ‘scaffolded’ by an adult or more experienced peer, described as ‘level of potential development’.

The view held by Vygotsky has been supported by means of experimentation by James Bruner. The work of Bruner in language and thought has played an influential role in education. Bruner described language as: ‘a tool of thought’. It was demonstrated by him successfully, that language enabled children to develop thinking ability.

Leo Tolstoy’s appearance on the educational scenario not only marked but strengthened the concept of: democratic Education or ‘Humanistic education’. Tolstoy was deeply aware of the difference that existed between the education of the rural population and among the urban aristocratic gentry. His effort was to unify the system of education, irrespective of one’s standing and capability in life.

Freedom in school and in education was an idea that occupied an important place in Tolstoy’s conception in education. He called freedom ‘the one and only criterion of education. ‘As a result he was compared with Jean – Jacques Rousseau, and to the much later representative of ‘Free Education’ and ‘New Education’ movement. However there was some difference between the concept of education of Rousseau and that of Tolstoy. Leo Tolstoy and his team of teachers in his path breaking school ‘Yasnaya Polyana’ encouraged pupil’s independence, developed their creative abilities and succeeded in assimilating knowledge consciously and actively. He advocated the principle of raising awareness of information picked up by students from their surroundings on a conscious plane. This idea was to be adopted later on by John Dewey in his educational practices. Equality in education or a much later cry of today: Universalisation of Education was an idea close to Tolstoy’s ideal. He wrote the first primer in Russian, which was to be used by children of weaker sections of the
society such as agricultural workers in rural areas as well as others from privileged backgrounds. His concept on learning language bears importance to modern methodologies of language teaching in the present world. At that time alphabets were learnt by phonic method that contrasted with the traditional method. Tolstoy pointed out that both were not mutually exclusive but showed that phonic method contained elements of traditional letter learning method. Thus Tolstoy’s ideologies of equality through education and education of marginalized sections and path breaking methodologies holds relevant till date.

Noam Chomsky noted about education that the problems of teaching were not problems of growth but helping to cultivate growth. He further elaborated from personal experience of teaching; about ninety-eight percent of the problems of teaching are to get the students interested in the lesson. According to him, if children’s normal interest is maintained or even aroused, they can do all kinds of things in ways we don’t understand. Thus Chomsky is of opinion, natural curiosity of children should remain aroused and the education should be able to maintain it with sufficient cognitive and motivating challenges that would keep the leaner interested enough to assimilate educative information as provided by the educational institutions. He completely believes in a process of blossoming of true potential of children beyond the imagination of any adult if their interest and natural curiosity is kept alive.

The current view of children as learners therefore is one that recognizes their considerable appetite and aptitude for learning. However it is also important to recognize the nature of children’s limitations and their particular needs that needs special attention, if and when required. At the same time importance of including sections of human population be they marginalized due to gender or economic barriers or otherwise in a country like India will highlight the trajectory of educational development and move towards a brighter future. Only when all sections of a country are included under a common education system, can a country truly progress. This can only become evident once a country’s educational development and policies are traced from the ancient history of education, to the medieval era, to modern, down to present day.
According to the Eleventh – Five Year Plan (2007-2012), which reflects the current educational strategy of India, the role of education in facilitating social and economic progress is well recognized. It opens up opportunities leading to both individual and group elements. Education in its broadest sense of development of youth is the most crucial input for empowering people with skills and knowledge and giving them access to productive employment in future. Improvements in education are not only expected to enhance efficiency but also augment the overall quality of life.

A critical analysis of the trajectory of the system of education in India and the nation’s paradigm shift towards an inclusive scenario that includes all sections of educable population may clarify the lacuna in the field of education for the weaker section who may be of average to above-average intelligence but learns differently. It is only by including and by creating an ambience of enlightenment for ‘All’, can a nation truly progress in all aspect.

1.2. EDUCATION IN INDIA: A RESTROSPECTIVE ANALYSIS:

Indian education has a glorious past. The ancient teachers displayed their wide experience, convincing logic and reflective thoughts were reflected in their dynamic education systems and policies. India has a history of education stretching back to the ancient seats of learning be it in Vedic Era, Buddhist Era, Medieval India, British Colonial Era and also during the National Movement in the pre-Independence India. The most important contribution of ancient India not only for India but also for the world is in the field of education.

1.2.1(a) Vedic Era:

The Vedic education derives its inspiration and source from the Samhitas (collection of verses) of the ‘Vedas’, which form the oldest strata of Indian Literature. The Rigveda was the earliest of these collections. The word ‘Veda’, literally means knowledge, from the root ‘vid’ ‘to know’, and so was used to designate sacred lore or collection of sacred literature. The Rigveda means the ‘Veda of hymns’.

Three primary functions of the priests dominated the rituals. Those who performed a particular function were given different names. ‘Hotri’ was the leading priest, and
while the sacrifice was conducted, the hotri was required to chant hymns in praise of Gods like: Agni, Indra etc.

Another important ritual was the soma sacrifice. This was considered to be the drink that granted everlasting mortality. It was subsequently hypostatized and regarded as a God. The priests who sang the samans or songs of praise were called: ‘Udgatri’. Yet another kind of priest was concerned with the manual act of sacrifice, and this individual was called: ‘Adhvaryu’. The work of the priests over the years grew complicated and thus it was deemed necessary to have special schools for the udgatri priests, or young Brahmans who wished to specialize in this branch of study. At a later stage when writing began to be used, tune books called ‘ganas’ were prepared. Special schools also sprang up for the training of the adhvaryu priests, who performed manual acts of sacrifice and were thus required to chant certain hymns and ritual formulas (Yajumshi). Thus, for the ever growing complicated nature of this branch of priesthood another school arose for the appropriate training of the adhvaryu priests. The particular Veda dedicated for this purpose was `Yajurveda’. This collection, consisted of prose formulas, or mantras, most of which were taken from the Rigveda.

Around this time, the older schools connected with the Rigveda came to be known as the ones meant for ‘Hotri’ priests. Up to this time only young priests were admitted to these schools and then there seemed to be no hard and fast rules.

The earlier three Vedas were considered as canonical collections and later a fourth Veda was added: Acharvaveda. This Veda took a long time to gain recognition as the contents were primarily to do with magic and spells. However, even in connection to this branch of knowledge another school, specializing in this branch, was added.

By the time various priestly schools had come into existence, the centre of Aryan civilization had shifted to eastwards, somewhere in between Sutlej and Jamuna river. The vedic texts different slightly in its content and each version was called ‘Sakhas’. Those who followed a particular ‘Sakha’ of Veda, were said to form a Charana or school.

The first duty of the students in these priestly schools was to learn by heart the particular Veda of his school. This, the students did by repeating it after his teacher, until perfect accuracy was reached. The method of learning was therefore entirely oral
and it was not until much later that that writing was introduced. The pupil received a
great amount of instruction regarding his duties as a priest of a particular school in
which he was affiliated to. He also received explanations and meanings of hymns and
ritual acts, he would learn to perform after attaining priesthood. The instructions were
called `Vidhi’ and explanations: ‘Arthavada’. For a long period of time, these lectures
were given out by the teacher in his own language. However in each school this
didactic material tended to become stereotyped in the Brahmanas. The Brahmanas are
connected to each Vedic school and contains much material as the student of each
Veda require, though their general character remained same. The Brahmanas
contained information regarding sacrificial ritual and also mythological stories and
legends, speculation and argument. One also comes across the first beginnings of
grammar, astronomy, etymology, philosophy and law. Their intellectual activity was
centred around sacrifice. According to Keay, much of the matter contained seems
today meaningless and purile to the modern man.

As the Aryans advanced deep into the terrains of India, they grew more powerful and
there was a significant rise in their prestige and wealth. At this time the supremacy of
the priest became established. The priest was no longer the server of the king, but
occupied a position which was like his superior. At this time the class system
hardened into caste system. The Brahmans (priests), Kshatriyas (nobles and warriors),
Vaishyas (agriculturists and traders), who were of Aryan descent, by this time mixed
with the great mass of non- Aryans such as Sudras. During this time there was a
considerable development of educational activities. This happened in conjunction
with growing specialization in studies and production of many text-books.

The Brahmanas later took a transition to the Upanishads, which are often embedded in
them .These treatise represent the last stage of Brahman literature. The higher
philosophical knowledge which they set forth came to be recognized as the Vedanta
(end of Veda) as the completion and crown of Veda learning. The leading idea of this
philosophical speculation is that, this has evolved from the ‘Atman’, or the Universal
Soul and that, this is also the self within us. The inequalities of human life are
explained by karma and transmigration. From Upanishads, we get many more
sidelines on the ancient Brahmanic education. According to Max Muller: Upanishads
apart from being the recognized title of certain philosophical treatises, occurs also in
the sense of doctrine and of secret doctrine and that it seems to have assumed this
meaning from having been used originally in the sense of sessions or assembly, in
which one or more pupils receive instruction from a teacher. These treatises profess a
deeper philosophical knowledge, which was deemed essential, without which,
education was not considered to be complete.

Thus, some of the salient features of Brahmanic education are summarized as follows:

a). Teacher-Pupil:

In the early days it was not the universal custom to enter upon a life of studentship as
`Chhanadoga Upanishads’ state that it was the voluntary will of the student to enter
upon studentship. It was still often the custom to receive education in the hands of the
father. However often students went to other teachers. A recognized custom for
application to the studentship was to approach a teacher with fuel in hand. This was a
sign that the pupil wants to enter studentship and wants to maintain the sacred fire
burning for the guru, who dwells in forest and is entirely emerged in `Brahman’.

b) Discipline:

The period of studentship was not only regarded as a time of learning but also as a
time of rigorous discipline. The standard custom seemed that the pupils had to work
for their teacher in the house and attend to the sacred fire and look after his cattle, as
well as collecting alms for him. The pupil also accompanied the teacher and awaited
his commands. In the leisure time left for him, the student was to pursue the Vedas.

c) Travelling:

It seemed to have been the custom sometimes for the student to travel far and wide in
order to take up attachment with renowned teachers. Renowned teachers also moved
from place to place and students came to him from distant places as well as
neighbouring ones. As a rule a student was to remain with the guru till the
commencement of his pupilage or till the end of his studies and perhaps entered
married life. At the commencement of studies the pupil received admonition from his
guru.
d) **Conduct of pupil – teacher:**

In the Vedic Era, Gurukul system dominated the structure of education. The Dharma Sutras laid down rules for the conduct of both the teacher and the pupil. The pupil was often subjected to rigid discipline. Though often the pupil was inducted into the Guru’s family as his son, the pupil was under certain obligation towards his teacher. The pupil was to perform certain menial job for his teacher and this included fetching of water or collection of fuel and sweeping the place around the earth. Begging was also a duty which the pupil had to perform.

The pupil had to respect the teacher and adhere to certain rules regarding the same. The pupil was not to contradict the teacher on any account. He was to occupy a seat lower than his guru at all times. He was to arise before the teacher and go to bed after the teacher has retired. Early morning the feet of the Guru were to be embraced. These rules are explained in details in Manu.

The teacher on the other hand, had to fulfil his obligation towards his pupil as well. This included not only to love him as his own son, but to give him full attention in teaching of his scripture and teach the sacred science without withholding anything. After the rite of initiation had been performed, the teacher’s first duty was to instruct the pupil in the rules of personal purification, of conduct, of the fire worship and of the twilight devotions. A passage in Manu gives excellent advice to the teacher and directs him regarding his behaviour towards his pupil.

It is referred to in Swetaswara Upanishad, that the guru is taught to be worshipped as God. This was of course an honour paid to the religious teacher, but it had an effect upon the relation of all pupils and teachers, and helps to explain the high esteem that Indian students still have for their teachers be they religious or secular.

**Punishments:**

The teachers in ancient times were against harsh punishments. Manu also writes that, if any student has committed any misconduct then he can be beaten with a rope or a split bamboo on the back of the student. Apastamba mentions as punishments, ‘frightening, fasting, bathing in cold water, and also if required banishment from the teacher’s presence.
Moral Discipline:

Rigid rules were laid down for the moral conduct of the pupil. These were from the perspective of hygiene, morality, religion and manners. The pupil was to bathe daily, and to avoid perfume, ointments, garlands, sleep during day time etc. The pupil was ordained to speak only the truth in all situations. The pupil was also advised not to speak bitterly about anything or anybody at all times. Pupils were advised not to gamble or engage in any kind of menial service, other than the ones prescribed. They were forbidden to take spirituous liquor and chastity was must. The period of studentship of a brahmachari was regarded as a time of discipline or an ‘Asrama’ or a time to perform austerity. The brahmanical system however, extended the idea of asrama over the whole life. After the time of studentship, a young man was to take up his duties as a ‘Grihastha’. Thereafter, performing his duties as a householder, he was to enter the life of ‘Vanaprastha’ or forest hermit and later proceed to become a sanyasi.

Clothes:

The pupils had followed a strict regulation for clothes. The girdle or sacred cord worn after initiation varied in material as per the caste of the pupil. The Brahman student was to wear a sacred girdle made out of munja grass, for the Kshatriya, a bow string and the Vaishya, a woolen or hempen thread. The upper garment was to be skin of an animal, varying in accordance with the caste of the pupil. The skin of a black buck was recommended for a Brahman student, a spotted deer for that of a Kshatriya Student and that of a he-goat for Vaisyas. The lower garment was recommended as: hemp, flax, wool or inner bark of a tree. The staves carried as per the castes, in the Brahman on the crown of the head, in Kshatriyas on the forehead and in Vaisyas on the tip of the nose. The arrangement of the hair always depended on the custom of the family, school or country.

Fees:

It was considered that a teacher was ordained to teach his pupils, and all the time his pupils were under him, he was not to charge any kind of fees. However, at the time of departure, the pupils were expected to gift something as per the financial ability of the
pupil and his family to the teacher. It could vary from a field, to a cow, to a parasol and shoes and even to grain and vegetables.

Initiation:

The Satapatha Brahmana contains an account of the Upanayana or initiation of the Brahmanical students into studentship. There were very many sacred rites or samskaras to be performed from the time of conception onwards. The Upanayana’ or initiation ceremony of the three Dwija’ or twice born castes. The initiation of the Brahmanas was to take place at 8 years or 9 years. The initiation of the Kshatriya was to take place at the age of 11 years and that of Vaisyas was to take place at the 12th year.

Length of Study:

It became recognized early that for the study of the Vedic Learning a long period of studentship was necessary. The ‘Taittiriya Brahmana’ and in the ‘Upanishads’ a long period of studentship is recognized. According to the Sutras, the length of the course varied as per the Vedas. Twelve years seemed to be the standard time for studying each Vedas. Thus a student aspiring to study all 4 Vedas would spend about forty-eight years. However, what seemed most likely was that almost all students spent about twelve years in studying the Vedas. Megasthenes, the Greek scholar who visited India in 300 BC (approximately), referred to Indian students studying for thirty-seven years as a Brahmachari. After the course was complete the student had to undertake certain bathing ceremony and he was then called a snataka or the one who has bathed and is now ready to enter into the next asrama. In most cases the students married and became a grihastha. However there were cases when they, passed on to vanaprastha and then on to Sanyasi stage of life.

Curriculum:

In ‘Chhandogya Upanishad’, we have an exhaustive list of subjects that was studied in those days, which included more than the knowledge of three Vedas. It became utmost important that exact text of particular Veda, with the Brahmanas and Aranyakas or Upanishads as well as of the Sutras attached to them should be handed down from generation to generation. Writing was not in use in India till 800B.C,
when it was introduced by traders coming from Mesopotamia. The complete Sanskrit alphabet based on phonetic principles must have existed by 500 B.C. The alphabets were recognized by the great grammarian Panini, who flourished in the 4th Century B.C.

The oral tradition was still the method of handling down of sacred texts.

According to Max Muller’s source: ‘A student of a Rigveda Sakha, if sharp and assiduous, takes about eight years to learn the Dasagranthas, ten books, which consisted of (1) the Samhita or the hymns; (2) the Brahmana, the prose treatise on sacrifices etc; (3) the Aranyaka, the forest book; (4) the Grihya – Sutraa, the rules on domestic ceremonies; (5-10) the six Angas, treatises on pronunciation, astronomy, ceremonial, grammar, etymology, and metre. A pupil studies every day during the eight years, except on holidays, the so called anadhyaya, i.e. non-reading day. To complete the work in eight years, he would have to learn about 12 slokas of 32 syllables each, every day. The Sutras were written on all sorts of subjects. According to traditional Brahmanical Education, there are 6 subjects. The study of these was deemed essential for understanding, reading and sacrificial employment of the Vedas. They were called Vedangas or members of Veda. The following 6 subjects comprised the Vedangas:

1. Shiksha (or phonetics)
2. Chandas (or metre)
3. Vyakarana (or grammar)
4. Nirukta (etymology or explanation of words)
5. Jyotisha (or astronomy)
6. Kalpa (or ceremonial and religious practices)

Other subjects branched out from these 6 main subjects. For example, law branched out of Kalpa.

The study of grammar was taken up from very early times in India. Panini, the greatest and recognized authority wrote his famous grammatical work around 4th Century B.C. His sutras containing the rules of grammar were eight books called the Ashtadhyayi, comprising about four thousand aphorisms. Regarding his work, Max Muller says that in grammar there is no more comprehensive collection and
classification of all facts of a language than we find in Panini’s Sutras. To this day the Sutras of Panini are committed to memory by students of Sanskrit in India. The Amarakosa, a metrical lexicon of Sanskrit words, was composed at about 500 A.D. The Indian phonetics of the 5th century B.C. are such an accurate analysis of the elements of language. Contributions of great astronomers such as Aryabhatta and Bhaskaracharya in subjects like Astronomy and allied subject like Mathematics is irrefutable. Algebra was also known in ancient India and the West is still indebted for its system of numerical notation which came from India through the Arab traders and thus often wrongly attributed to them. Specialization in certain areas became well known around the 5th century B.C. It is recognized that Law became a special subject of study at a somewhat later date than grammar and astronomy. The ‘Manava Dharmasastra’ or Law Code of manu grew up in one of these special law schools. The beginnings of Philosophy can be traced back to the Upanishads, and even to the Brahmanas and Samhitas. The six recognized system of philosophy developed in Brahmanical times was well before the Christian Era. They were in three pairs, and each pair having close connection with one another.

The ‘Purvamimamsa and Uttarmimamsa’ (or Vedanta) represent orthodox Brahman thought.

The ‘Sankhya’, philosophy is atheistic and a species of dualism and that salvation or release from matter is attained by clear knowledge of distinction between the soul and matter.

The Yoga is closely connected to the sankhya philosophy but postulates a personal God and advocates an elaborate system of postures and ascetic exercises as helpful in enabling the soul to reach the highest truth. The Nyaya philosophy deals with logic but it is not so much a treatise than a set of formal logic. The Vaiseshika pre supposes knowledge of Nyaya and shares the same base of philosophical thoughts.

**Method:**

‘Pratisakhya of Rigveda’, in its 15th chapter gives a clear description of method of teaching as followed in the Brahmanical times. The teacher was ordained to pass through recognized curriculum, in order to become a teacher himself and he must teach only such students who will submit to all rules of
studentship. The teacher is to settle down in a proper place conducive to teaching, with one or two children on his right side. If more students are allowed they will take their seats as per space allotted to them. Then, an individualized system was followed, whereby the subject repeated the utterances of the teacher, which may start with the word: ‘Om’. In this way the teacher and pupil may go on till they complete a prasna. After the prasna is concluded, they have to repeat it once more and thus memorise it by heart, pronouncing every syllable with high accent. At the end of the lesson the students are to embrace the feet of the teacher and only then are they dismissed and a lesson was considered to be over. Beside, repetitive lessons, the teacher were often required to explain the taught subjects especially in science etc. However in sacred texts, students were required to absorb the meaning. Sutras were composed is a condensed language and thus required a lot of explanation and thus were usually studied with their commentary. In the Upanishads, philosophic teachings are given with parables and hence it is easy to understand. In later literary work such as Panchatantra and Hitopddesa, stories and fables are given important place in inculcation of moral truths. The fables etc were perhaps useful in breaking the monotony of the rote-learning system. Thus, in the individualized system of education, rote-learning accompanied explanation and sometimes older students acting as monitors were appointed for further assistance in teaching. When Brahmanic system arose in India, writing was unknown, but later on, writing came in to use. Thus in later period, the task of writing was added to the task of the teachers.

Womens’ Education

Womens’ education was widespread. In earlier Vedic and Upanishad times, young girls could have their upanayana ceremony; live a life of celibacy and studied Vedas and Vedangas and other subjects along with their brother pupils.

Rig Veda (III, 55, 16) mentions that unmarried learned and young daughters should be married to learned bridegrooms. Yajur Veda (viii, 1) also states that a daughter who lived and completed her ‘bramhacharya’ should be married to one who is learned like her. Atharva Veda (xi .6) also mentions of highly educated women who enjoyed equal rights as their male counter parts.
In the later Vedic System the main source of knowledge were the Vedangas, the Upvedas, the Brahmanas, the Upanishads and the Bhagwad Gita.

The main features of the later Vedic Period were the variety of educational institutions. Sakhas, Charanas, Parishads, Kulas, Gotras were now well organized. Panini knew of 24 Vedic Charanas, Satapatha Brahmanas refers to Svadhayaya as a method of studying the Vedas to attain Brahmavarchasa. Yet a student always went with a teacher and Upanayana marked the formal pupilage. A student was usually admitted after Upanayana and the studentship went on for 12 years. The method of teaching were usually three: They were Sravana(listening), Manan (meditation), Nididhyasana (realization and experience). The Valedictory Ceremony marked the student’s departure from Gurukul to their homes and a life of household. This was like a convocation ceremony.

Education of various castes still prevailed as in early Vedic period. However some khatriyas also became great rishis and learned philosophers. Education of women was as progressive as before. At this period of time women were working as teachers. Women teachers were also trained in dancing, music and other fine arts. The daily routine and duty of the student were included under 3 heads: practical, mental and moral.

The Vedic Era in education gradually transcended into the Buddhist System of education. This was a direct result of the religious inclination of the monarchy that was dominant at that point of time. The political scenario had a bearing on the education system as the royal patronage played an important role in those days. The change in religious or philosophical beliefs in every era has always influenced the methodology, curriculum and the whole ambience of education as it happened in the Buddhist era as opposed to Vedic and so on and so forth.

1.2.1(b) Buddhist System Of Education:

Gautama Buddha’s philosophies were indoctrinated after his time into ‘Vedanga’, ‘Yoga’ and other system recognized and permissible within the Brahmanical system. However, later on the stark difference in philosophy and grave difference with basic tenets of Brahmanical system of religion and hence that of education, led to a separate system of religious teachings that ultimately culminated in to a separate system of
education. Buddhist system of religion and hence Buddhist system of education came into being as several complexity crept in to Vedic / Brahmancial thought or in Hinduism. Buddhism is either silent or does not give importance to philosophical thinking on sublime matter. Thus Buddhist system of education was far more practical and related to the way of life of people. At the same time it was free of casteism and superstitions etc. The teachers of Buddhist education system did not come from the three twice born classes. The post of Buddhist teachers was open to all castes and creed of the society. The same rule went for admission of students in to the system of education. The Buddhist system of education in the initial stage drew logical conclusion from Buddha’s view of life, which exemplified that for rapid progress in spiritual domain a life of solitude and meditation was to be sought. However, from the first, it was adopted by only a few, and the rest lived in amongst communal ambience in monasteries or Vihars. These Viharas formed characteristic feature of Buddhism and for about fifteen hundred years was wide spread in India.

Training of the Monks:

It was primarily for the purposes of the religious and spiritual education, the monks were brought together in the monasteries. Here, the junior monks were dependent on seniors. Every Bikkhu was to accept a samanera or a junior pupil. The ceremony of admission into the sangha or monastery was described in Vinaya Pitaka. The first act of admission was called ‘pabbajja’ and after admission the candidate became a novice. The ceremony of full admission was called the upasampada and was very similar to the ‘prabbajja’ ordination. The age set for prabbajja ordination was set at eight and that of ‘Upasampada’, at twenty.

Training of the monks and period of probation:

There were strict rules as to about chastity, poverty and abstinence from worldly pleasures, which also applied to the kind of food and clothing they wear. From the beginning subsistence was to be collected in the form of alms by the monks from the neighbouring villages. It was also permitted by the monasteries to let wealthy merchants invite monks to feed them and provide them with food for the monasteries, though such incidence may be rare. Offences to be avoided by the monks were summed up in the ‘Patimokkha’, a work that dates back to the early days of
Buddhism. All the monks had to take part in the work of begging, manual labour etc in connection with the Vihara was performed by the novices. The members of the community were expected to devote themselves to meditation and its higher forms of meditation and spreading the doctrines far and wide for the promotion and spread of Buddhism. However, during the rainy season they were expected to settle down in a nearby monastery. Thus membership to the order was more important than to any particular monastery. Samaneras were expected to choose a Bhikshu, who was a full member of the order as his Upajjhaya or Acharya. The pupils were called saddhiviharika. The Saddhiviharika was to consider the Upajjhaya as his father. There were proper laid down rules for the conduct of the pupil. The Saddhiviharika or Upajjhaya had to get up early in the morning and look after the teacher and do all menial work as per requirement of the teacher. Then after helping the teacher to dress, the novice was to get the alms bowl for the teacher ready for begging and if required follow the teacher if so desired. He was not to interrupt the teacher while he spoke. After the begging was over, the upajjhaya was to get back to monastery and get the seat ready for his teacher, get water and wash the teacher’s feet. After that meal was too served; wares were to be cleaned etc. Soon after, discourse was to be arranged by the student with the teacher or relevant questions were to be asked as this was a way of teaching-learning method. Thus the Upajjhaya was to be under the Acharya and to be under his supervision and pupilage, which was to last about ten years. The founding principle behind all Buddhist seat of learning was perhaps the training of the novices. Thus to teach non novices, secular knowledge seemed against the tenet of Buddhism, however there is evidence that Buddhist monastic institutions became place of general learning. The practice of Buddhist education to a great extent differed in different countries, which perhaps had an influence on the taught subject. Not only doctrines and tenets of Buddhism was taught but other general non religious subjects were included. Vivid accounts of Buddhist India and its monastic system of education are well accounted in the works of Chinese scholars such as Fa-hien, Huen Tsiang and I-Tseng. We get a detailed account of the subjects taught at Nalanda by I-Tseng. In his own words he has illustrated the method of teaching – learning in the famous Buddhist monastery. The student attends the teacher’s lectures and then reads a portion of scripture and reflects on what he has learnt. He acquires new knowledge day to day, and searches into old subjects month after month without loosing a minute. Panni’s sutras and other grammatical work had to be learnt by heart according
to I-Tsing at Nalanda. Grammar was the foundation of all other subjects and had received great attention.

Grammatical Science was called `Sabdavidya’, one of the five Vidyas. The other five Vidyas are:

1. Sabda vidya, grammar and Lexicography;
2. Silpasthanavidya, arts
3. Chikitsavidya, medicine
4. Hetuvidya or logic
5. Adhyatmavidya, science of Universal soul or philosophy

I –Tsing also gives example of some other courses of grammar as follows:

a) The Siddha composition for beginners
b) The Sutra is the foundation of grammatical science
c) The book on Dhatu
d) The book on three Khillas e.g, Ashtadhatu, Manda and Unadi
e) The Vritti –Sutra

Thus the student had to study a long course of grammar of Sanskrit literature. The student thus embarked on the course when he was six and this continued approximately up to his twentieth years. The students had to take up in addition to this, compositions in prose, poetry, logic metaphysics or ‘adhidharmakosa’. The precursor to logic or `Nyayadvaratarka-sastra, they had to draw inferences from anumana. It was also held that, by studying the ‘Jatakamala’ or stories from Buddha’s previous birth, the power of compression of the student’s increase. Vinaya, also taught students some elements of literature. The two great centres of learning was Nalanda, and the one in Central India: Valabha. In Nalanda, students devoted much time in chanting and singing. An important aspect of Buddhism was the study of Medicine, though it formed a specialized course other than the general course one had to follow. I-Tsing and also Fa-hien , hundred years before him mentions about medicine as a course of studies. Astronomy was also pursued in Nalanda. Thus the professional courses of Medicine, Law and Astronomy were very much sought after courses in the Buddhist educational system. Physical education also formed an integral part of Buddhist education, as body fitness was considered to be of primary
importance in order to carry out the duties of a monk, who ad to travel far and wide and also to as a general person who had to maintain a normal healthy life. The primary sources of information about Buddhist education are: Pitaka, Milinda Panha, and Jatakas. Initially, Buddhist education was only meant for the monks. later on when it included the masses , it was quite similar to Hinduism both systems had similar ideals and follows similar methods but it differed in religious and social ideologies, the types of schools and in provision made for girl’s education . The aims of Buddhist education were as follows: development of moral character, religious and spiritual development, promotion of social efficiency and promotion of culture. The curriculum was primarily based on religion and philosophy. The Vedas were not the basis of Buddhist education. Buddhist literature was a constant source of wisdom and morality. The teacher student relationship was based on mutual affection and respect. Buddha himself advocated against following anything blindly, reason was advocated as the basis of one’s belief and way of life. The other important subjects were: Magical and mythical formulas, Medicine, Knowledge of sounds of animal etc. Education of women was very much in vogue. Lord Buddha himself allowed the women to join his Sangha. This resulted in the emancipation of women. Women from aristocratic and commercial communities began to pursue eternal truths of religion and philosophy. Some of them travelled outside India and helped to spread Buddhism. Up to the 4th Century A.D. women received ever expasive educational opportunities. Buddhist education had an important contribution in the Indian System of Education, it helped to develop Hindu logic and philosophy by initiating and encouraging a comparative study. In the early years, Buddhism advocated spread of education through the mother tongue or the language of the masses. However, in the later years the spread of Buddhism and the system of education was done through Sanskrit.

We can sum up the contributions of Buddhist system of education in the words of Altekar, Buddhism may well be proud of it’s contribution to the cause of education in ancient India. It’s colleagues threw their door open to all irrespective of any considerations of caste or country. The rise of organized public education system may be justifiably attributed to it’s influence. The influence and importance of Buddhist System of education dwindled as the ruling class changed hands and the seat of power moved to conquerors who had a distinct dynastic lineage and religious beliefs which had a bearing on education system yet again in India. As one moves down in Indian
history from the Vedic to the Buddhist era and downwards the next era in political, social as well as in education, that marked an impact was the Medieval Era. The influence of Islam dominated the life and times of Medieval Era and hence had a direct bearing on the education system of that era.

1.2.1(c) Education in the Medieval Period:
The Medieval System of education in India consisted of parallel existence of Hindu and Islamic system with some isolated remains of Buddhist centres of learning. For a significant period of time, the Hindu and Islamic system maintained inimical and parallel relations. However the two systems interacted and made adaptations from each other over a period of time. In the later medieval period, the two religions and culture patterns came closer for an ecclesiastical system of education. The chief features of Muslim system of education in India were as follows:

The aim of Education were to develop a love for Islamic culture and religion, enabling individuals for Islamic life, achieving salvation, equipping students for a vocation, preparing individuals for running administration and preparing individuals for high posts and especially for interpretation of Islamic Law. The rulers helped to spread Islamic education and thus Islamic education received royal patronage. There was no state control on Education. The countryside flourished as the centre for learning. Though religion dominated the amongst all discipline if education, other disciplines such as Mathematics, Astronomy, Grammar, Polity and Politics were well developed. Art and Literature were also encouraged. The chief aims of Muslim education were as follows:

i. Developing love for Muslim culture and religion
ii. Enabling the individual for Islamic Life
iii. Preparing the students for the next world
iv. Equipping student’s for a vocation
v. Preparing individuals for running administration
vi. Preparing persons for high posts and especially for the interpretation of Islamic Law

Islamic education or Muslim education of the Medieval period received royal patronage. However, the rulers neither claimed any authority over the educational
institutions nor interfered with their management. Religion dominated education and the whole education system was dominated with religious ideals. Teacher pupil relationship was based on reverence. Teachers still occupied a position of respect as in ancient India. Discipline was quite severe. Training for vocational education was quite well organized. Technical and professional education was much advanced. Elementary educational institutions were called ‘maktabs’, which were attached to the mosques or otherwise. These ‘maktabs’ were usually run by the ‘maulavis’. Almost every village had a maktab. There were several maktabs in towns and cities. Teaching of holy Quran, Grammar, Calligraphy consisted of the curriculum along with ‘paharas’ or multiple of numbers. The higher centres of learning were called ‘Madrashas’. The Medieval period is however marked by neglect of women’s education. Royal ladies were privileged to receive education but in general women’s education was relegated in to the background.

The Hindu System of education very much existed in the Medieval period but they were not the recipient of state support and patronage. Again Hindu education in Medieval age was dominated by religious education. Elementary education was imparted in ‘pathshalas’. There were some well known centres of higher education such as in: Benaras, Mithila, Nadia etc. Thus distinct centres of prominence of both Islamic and Hindu seats of learning marked the indigenous system of education in the early and later Medieval system of education in India. The Medieval Era in Indian history marked an end with advent of Missionaries from the Western World and thereafter with the dominance of Colonial powers of Dutch, French and the British. Of the three, however, the British had the longest and and most longer lasting impact on Indian education system. This change of power also saw to the change of Medieval Era to that of the Modern Era in the political, social as well as in the education system in India.

1.3. EDUCATION IN MODERN PERIOD:

1.3.(i) Colonial Period:

The Christian Missionaries brought in western education to India for the first time. They were active in their proselytizing activities and their educational activities consisted of the 4 R s _ reading, writing, arithmetic and religion. The coastal areas
came primarily under the influence of the missionaries. The Dutch were active in Bengal, French were active in Mahe and Pondicherry and Dane’s took up Sreerampore and Tanjore as their base for work. The East India Company came to India in 1599, as a trading company. The company had initially taken up a policy of religious indifference and financial aid to schools. However in 1771, Warren Hastings opened the Calcutta Madrasa and in 1781, Jonathan Duncan established the Benaras Sanskrit College. In1800, Lord Wellesley opened the fort William College. Charles Grant in 1772, showed his concern for education for the Indian masses by putting forward the following proposal:

1. The establishment of schools in India
2. Education through English medium
3. Free education for English language and Literature
4. Expansion of western science and technology
5. Wide publicity for Christianity

However, this proposal was not accepted.

The next major event in the scenario of Indian education was in1831. A General Committee on Public Instruction was formed in this year to deliberate on education of the Indians.

Lord Macaulay wrote his minute in 1834. His was a prejudiced opinion that failed recognize the wealth in Arabic, Sanskrit and Persian education. He advocated for an English education of the upper class from whom education will filter down to the masses. This was accepted by the then Governor- general of Bengal: Bentinck. The next major contribution came when Adam, a Christian missionary was appointed as Commissioner to Bentick to report on the state of education in Bengal and Bihar. He through his three consecutive reports advocated education through mother tongue. His proposals were rejected much to Adams disappointment. The East India Company sent a Despatch in 1854 authored by: Charles Wood. This was referred by H.R.H James as the ‘Magna Carta of Indian Education’. The despatch recommended a structure of education from primary through secondary to university stage. It’s primary objective was to diffuse western education, to raise the moral standard of Indians and to gain manpower for the company. It also made recommendations for
women’s education, mass education, vocational education, teacher training etc. Women Education was given a lot of importance. They recognized the will of indigenous population to educate their women. Mass Education was also given a lot of importance. It was recognized that the ordinary people could not obtain useful education on their own, so it was the duty of the Government to provide the same.

The Indian education Commission was appointed in 1882 with William Hunter as its chairman along with other Indian members. The aim of Hunter commission was to study implementation of the 1884 Despatch from the perspective of elementary education. The commission, recommended encouragement of indigenous education. Curriculum was to be made more practical. Grant-in-aid was to be given separately through rural and municipal schools. Secondary education was to be diverted into academic and vocational streams. Women education and education was to be encouraged. The next major endeavour was by Lord Curzon. He wanted to provide quality education and wanted Government schools to be models for private enterprise. He had advocated, the Britishers were to hold all important posts and were to be regarded as superiors whereas the Indians were to be regarded as subordinates. His views were opposed by Gokhale and other nationalist leaders. He appointed the Indian Education Commission in 1902, which recommended organization of universities on the model of London University. In spite of great opposition the Indian University Act was passed in 1904. He also passed the Education Policy, 1904. He wanted to train teachers for training in various stages of education. He wanted to make the course practical. Physical education was made compulsory. Kindergarten system was to be adopted. The grants-in-aid system was to be adopted. He contributed significantly towards the Secondary Education and University Education. Lord Curzon wanted to make women’s education free with a different curriculum it was also noted if there was such a demand for it, separate girls institutions were to be opened.

1.3.(ii). Education in the Pre-Independent Period:

The disappointment to Indians by Grant, Macaulay and Curzon aroused a national sentiment. Gokhale’s persistent criticism of British policies added to national consciousness and brought about a need for a national system of education. The impact was felt and many national institutions came into being. Gokhale, a member of
the Imperial legislative Assembly introduced bills supporting free and compulsory primary education. The bills were not finally passed but did bring about a change in the thinking of the Government. In 1913, a resolution was passed which dealt with education from primary to university education.

The Calcutta University Commission or Saddler Commission 1917-19 was primarily a resultant of Gokhale’s bill and Hunter Commission and the general ambience of National Consciousness in India. It recommended matter pertaining to University and Secondary schools. Department of Education was created at Calcutta and Dacca. Purdah schools for women and special boards of women education was recommended. The next major landmark was the Wardha Scheme of Education or ‘Nai Talim’ (1937), as framed by M.K. Gandhi. The precursor to this scheme of education were quite a few significant Education Committees. The Montegu – Chelmsford recommended education was to be transferred to Indian ministers but certain areas and institutions were to be controlled by the British Government. The Hartog Committee (1929) was entrusted with the job of inquiring into primary education. In it’s report the committee pointed out about the wastage and stagnation in primary education. In secondary education, the committee pointed out that wastage was due to laxity of promotion etc. The Government of India Act (1935) abolished diarchy and education matter became a responsibility of the respective Province. The Wood - Abbot Committee (1937) recommended trained teachers for primary education and a change in curriculum. Abbot also highlighted the importance of vocational education for the indigenous masses. In 1937, M.K. Gandhi stated the philosophy behind Wardha Scheme. He resolved to provide free and compulsory education for seven years through the medium of mother tongue. Education was essentially craft-centric. The syllabus had: crafts, mother-tongue, mathematics, social studies, general science, drawing, music and Hindustani. This Basic System of education was child-centric, activity –based, goal –directed and economically viable. Though this was one of the major contributions in the system of education in the pre-independence, it was criticized and it failed to attain the place of a national system of education not only in the pre-independence period but also in the post-independence India. In 1944, Sargent Committee published it’s recommendations, which was to be last of such committees in the pre-independence India. It strongly advocated free and compulsory education for all boys and girls between the ages of six and fourteen years. The senior
basic school, a finishing course for majority was considered to be of fundamental importance. Further education for bright children was thought to be necessary. Intermediate course was to be abolished and the undergraduate degree was to be for three years for the first time. Provision for adult education was thought to be necessary. Teacher training colleges were to be opened. Medical and technical colleges were to be encouraged. Education of handicapped was mentioned for the first time. Education of women was given much importance. Instruction through mother tongue was given much importance.

This committee was a grand finale to the pre-independence India. The Sargent Committee provided much encouragement and source of inspiration to the first educational endeavour in post-independence India: University education Commission, 1948.

The ambience of independence and zeal to have an indigenous system of education led to a national system of education in the post independence era in India.

1.3(iii). Education in Post-Independent India:

In the post independence period education especially, higher education was considered of highest importance as it was to produce manpower for leadership in various field of the newly independent India. It was the University Education Commission (1948-49) that dealt with the higher education of the free India.

1.3.(iii).a. The University Commission under the chairmanship of Dr Radhakrishnan submitted its report in 1949. The aim of University Education Commission was all comprehensive.

Teachers were given due recognition and their salary was to be increased. The curriculum included arts, science, humanities; etc education for women was encouraged. It was recommended to establish rural universities. The three language formula was recommended for the first time: English, National and State.

1.3.(iii).b. The Secondary Education Commission was appointed in 1952 and it submitted its report under the Chairmanship of Dr A.Z. Mudaliar submitted its report in 1953.
It recommended primary school of 4-5 years, junior secondary school of 3 years and higher secondary school of 4 years. The undergraduate degree course was to be of 3 years. It recommended study groups of languages. The curriculum was to be constructed on the principle of learners’ experience of variety of subjects, flexibility and with a good admixture of leisure time activities. Multi-purpose schools were to be established as a pre-cursor to polytechnics and technical institutions. Provisions were to be made to provide agricultural education, animal husbandry and cottage industry related skills in rural schools.

It is to be noted that the Secondary Education Commission focused it’s attention primarily on Secondary education and thus restricted it’s sphere as the University Education Commission had restricted itself to university education. These limitations of the two preceding commissions brought forth the need to look into a broad spectrum of educational needs. Thus the National Education Commission was appointed.

1.3.(iii).c. The National Education Commission (1964-66) had a broad spectrum of interest and it directed it’s attention to all aspects of education in India. Education was to be a pyramid from pre-primary to the university levels. it suggested a new structure of primary and secondary education.

- The Primary Education was to consisted from class: 1 to 7/8.
- Whereas, Secondary Education consisted from class: 8/9 to 10.
- Higher Secondary Education consisted of classes: 11 and 12.
- A new curriculum was laid down from primary t university stages.

Recommendations were made to ensure equality in educational opportunities between male and female and between advanced and backward sections of the society. Work experience was recommended for students at all levels.

1.3.(iii).d. National Policy of Education was adopted in 1986. It defined the comprehensive role of education. The 10+2+3 structure of education was reinstated. The policy provided equal opportunity for education for all.

It spelt out clear cut policies for women, scheduled castes, other backward castes and other illiterate adults. It has built an educational pyramid. The overall impact of the
policy was positive although it was criticized for reserving too many seats for SC and STs.

1.3. (iii).e. The Ramamurty Committee came in to power in 1990. It addressed to the need of early childhood care and education. It suggested such centres be open near primary schools. ‘Anganwadis’ were to help the ECCE. No new Navodaya schools were to be opened. Degrees were to be disconnected from jobs.

1.3. (iii)f. The Reddy Committee was constituted to reconsider the recommendations of the Ramamurty Committee. It submitted it’s report in 1992. The committee accepted the 10+2+3 structure but suggested it’s division of first years into 5 years primary, 3 years upper primary and 2 years of high school.

It considered education for women’s equality as social justice and recommended universal primary education and access to technical, vocational and professional education for women.

Recommendations were made for incentives to SC, ST s and OBCs and different provisions for handicapped.

The three language formula was discussed. There was to be decentralization of management of education.

1.3. (iii) g. The Yashpal Committee was established to examine the POA, which had observed: ‘the tendency on the part of some schools particularly in urban areas to recommend a large number of books had contributed to overburdening of students.’

The Committee gave valuable recommendations for curriculum, administration and teacher training.

To measure the feasibility of implementing the recommendations of Yashpal Committee, the Ministry of HRD appointed a group under the chairmanship of Y, N, Chaturvedi, Additional Secretary, Department of Education, Government of India.

1.3(iii).h. Over the years through the work of commissions, we were able to bring about a policy on education. It’s implementation was carried out by means of a programme of action. The programme was evaluated by three committees. Ultimately
a group was formed to reduce the load of books and work on students. Over the years, the committees be they of magnums nature or comparatively of smaller nature they attempt to clear the path of education for our vast majority. However it needs to be deliberated upon if the whole spectrum of educable population in India has been including the minority section that includes: women’s education, education of Scheduled Castes, Scheduled Tribes, Other Backward Classes, Handicapped and individuals with learning difficulty that may not have any physical manifestations. The last group may include children with Specific Learning Difficulty (which include children with Dyslexia, ADHD, Tourette Syndrome, Asperger Syndrome etc ). This group of children may have average to above average I.Q. It is interesting to note that in a country like India education has to include all sections of the educable population as true progress of the nation can only be realized by collective harnessing the educability of the collective whole. In this perspective it is to be noted Universalisation of Education, Inclusive Education, Education for All and an atmosphere of tolerance and integration greatly benefits the section of our population who may be relegated to the periphery of our National Policies.

1.3.(iii). After independence, the Government of India realized the significance of elementary education as it is the cornerstone of progress, equality and integrity. Thus the Article 45 in the Constitution of India was incorporated.

Since the very inception of Indian Constitution, our founding fathers laid down that:

‘The State shall strive to provide within ten years from the commencement of the Constitution, free and compulsory education to all children up to the age of 14 years’.

However this above declaration was not laid down under The Fundamental Rights but under The Directive Principles of State Policies. The difference being violation of the former leads to judicial penalties whereas the second enforces merely a National obligation .The number of children particularly from disadvantaged groups and weaker sections, who drop-out of schools before completing elementary education, remain out of bounds of educational provision .

Since the progress in the field was not in accordance with the provisions of this article, it was considered necessary to amend it to give more impetus.
Following amendments in the Constitution were made in 2002.

1. Article 21A: ‘Right to Education’ – The State shall provide free and compulsory education to all children of the age 6-14 years in such a manner as State may, by law determine.


3. Article 51A (K): ‘Fundamental Duties’ – It shall be the duty of every citizen of India (who is either a parent or guardian) to provide opportunities to educate his ward between 6-14 years. (Inserted by Constitution 86th Amendment Act 2002).

Compulsory Education Acts already exists in 19 states but these have not been enforced on account of several constraints. More than 2 years have passed in making amendments in the constitution regarding ‘Right to Education’

However nothing substantial has been done to fulfil the obligation that compulsory primary education will be provided by 1960.

In the Constitution itself, Article 46, lays down that the State shall promote the education and economic interest of the weaker sections of the population, particularly the Scheduled Castes and Scheduled Tribes. The Articles 330, 332, 335, 338 to 342 and entire of fifth and sixth schedules of the Constitution deal with special provision for implementation of the objectives set forth in Article 46.

Education of women has been enshrined under the Part III – Fundamental Rights. Article 15, declares that Prohibition of discrimination on grounds of religion, race, caste, gender or place of birth in any spheres of life which obviously includes education.

An attempt to gain milestones in the education of the women may become apparent by tracing various committees and their educational endeavour in women’s education.

The Constitution makes provision to provide education for religious minorities etc but various reasons the educational rights of educationally disadvantaged due to some
kind of difficulty or disability has not been specified. This will become one of the key thrust areas of the Eleventh-Five Year Plan. Thus, a detailed discussion on the Five-Year Plan will highlight the journey towards educational inclusion of students from marginalized section that includes: ‘Children with Learning Difficulties’ as well as Disabled Children.

In the post independence period of Indian education, the government with advice of its Planning Commission, which is the advisory board to the Cabinet, formulated and supervised the implementation of Successive Five Year plans. The process of educational planning has grown up as an integral part of this process of formulating a comprehensive plan of economic development for the country.

Under the Constitution, education is a concurrent subject and educational planning therefore is done at two levels – Central and State. At the central level the Planning Commission and the Ministry of Education prepare a national plan of educational development in certain specific areas known as the centrally sponsored schemes and second an integrated summary of the State plans of educational development.

At state level, the planning and education Department prepare detailed plans of educational development in the State concerned. In due course an elaborate organization has grown at the Central and State level s for the formulation of Five Year Plans.

1.3.(iii). An Overview of Five – Year Plans of Education:

Education ranks as an important input of creating a social order founded on the values of freedom, social justice and equal opportunity. Accordingly it has been assigned a pivotal role in the developmental process through the plan periods.

The First – five Year Plan (1951-56)

It took note of the Constitutional Provisions of Universal Elementary Education on the one hand and on the other hand, of the recommendations of the University Education Commission (1948-49). It therefore emphasized the expansion of elementary education (including Basic Education) and reforms in higher education.
The First Five year Plan made a provision of Rs 169 crores (44 crores for the centre and 125 crores for the states) for educational endeavours. The provision was considered no doubt inadequate.

The plan recognized that free and compulsory primary education was the first necessary step towards establishing equality of all citizens.

It recognized that the most important task in the field of basic education was to improve the technique and method of Basic Education. A full-fledged basic school for eight year was to be run instead of five years.

Secondary education was to be related to the psychological need of the adolescents, their socio-economic conditions and also to the Directive Principles of the State. A vocational basis to secondary education was considered essential.

Secondary Education was to be integrated to the Basic Education of the primary stage.

University Education was to be reorganized: to reform the existing system, to make a new system of education that is better suited to National interest and to reduce the problem of overcrowding in institutes of higher learning.

**The Second – five Year Plan (1956-61)**

This plan laid great emphasis on basic education. The problem of elementary education was twofold. First, expansion of the existing system and also reorganization of the elementary education on Basic lines.

The problem of wastage in primary Education was to be urgently tackled. The problem of girls education was also considered to be very important.

Government was to delegate responsibility to the local authority level. State and the Local authority were to consider levying of cess.

A sound system of education that offers diversion was to lay foundation for an essential economic development in modern day and age.

To enable students to enter into an occupation which was semi- skilled or skilled and to set up small businesses of their own.
The recommendations of Secondary Education Commission (1952-53) was taken up for secondary education.

Rapid increase in students in Universities and undergraduate courses had affected the standard of education. To reduce wastage and stagnation University Grants Commission took up a number of measures. This included: institutions of three year degree courses to organize tutorials, seminars improvement of buildings such as laboratories, libraries, hostel facilities etc.

The total provision of the University Education in the second-five year was 57 crore, of which Rs 22.5 crore were provide in the state plan, Rs 34. 4 crore at the centre, the later provision including an allotment of Rs 27 crore to University Grants Commission. It is to be noted a further Rs 4.6 crore were provided for agricultural education. This was an effort towards Rural Education.

**The Third Five Year Plan (1961-66)**

The Third – Five Year Plan, laid importance on trained man power.

In Elementary Education a large gap still existed between the proportion of boys and girls. Introduction of compulsion in elementary education, appointment of trained teachers, improvement in method of teaching and understanding on the part of the parents was sought.

Children especially in rural sector dropped out due to agricultural work during harvesting and sowing seasons. The incidence of children dropping out was high in the age group of 11 to 14 years. Expansion of Basic education through teacher training was sought. In Secondary Education reorganization in all aspects was planned. This was to be done through

Science Education, Multipurpose Schools, Educational and Vocational Guidance were given importance. Additional provisions were made in order to further improve these areas.

There was a need to further develop University Education as Elementary education and Secondary Education was expanding.
The Commission further noted that if deterioration education was to be avoided then increase in the number of students was to be accompanied by corresponding expansion of physical and other teaching facilities. In the third plan further effort was made to divert students towards vocational and technical education.

In addition to the provision in the plan for higher courses in Science, Arts and Commerce, evening colleges and correspondence courses were to be considered. Thus, the major thrust of this course was on increasing trained man-power.

**The Fourth – Five Year Plan (1969-74)**

The Fourth – Five Year Plan, took into account the recommendations of the Education Commission of 1964-66.

The fourth plan noted the need to look into the problem of children drop-outs between 11-14 years in rural areas. The problem needed special attention in Bihar, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh and 24.08 million girls in 1968-69.

Enrolment target in elementary classes one to eight, in the age group 6-14 in 1973-74 was 86.68 million (boys 53.44 million and girls 33.24 million). This was 67.76 million girls & 43.68 million boys.

The post elementary education was to concentrate on a large variety of vocational courses for students who would not consider pursuing the general academic course. These courses were to be of varying duration.

In Secondary Education 4.95 million boys and 1.63 million girls were enrolled in 1968-69. In 1973-74 the enrolment of boys was 7 million and that of girls’ was 2.69 million.

The gap between enrolment of boy’s education and that of boy’s education was considerable. The fourth plan targeted to minimize the gap by increasing enrolment through the organization of special education.

Emphasis or thrust of the plan was once again on Higher education. This was to be done by means of strengthening of staff, library and laboratory facilities.
Post-graduate education was to occupy a key position. Facilities for post-graduate education research were to be increased and their quality improved.

**The Fifth- Five Year Plan (1974-79)**

This plan provided modest outlay for development.

In elementary education high priority was given to the additional enrolment. This was to be done by providing teaching personnel, construction of classroom especially in backward areas. Emphasis was given on curricular expansion, work- experience and strengthening of educational institutions for the training of teachers.

In Secondary Education, keeping the existing trend of enrolment in mind several vocational courses were to be initiated.

In University education emphasis was on consolidation and improvement. Provision was made to help the weaker section of the society and the backward classes. Facilities through evening classes, correspondence courses etc was to be further expanded.

The outlay for Elementary Education was 180 crores in 1974-77, it was proposed to be 230 crores during 1977-79. The total proposed Fifth plan outlay for elementary education was 410 crores.

The proposed total outlay for Secondary Education for the fifth – five year plan was 250 crores.

In Special Education the total proposed outlay was to be 18 crores under the same plan.

**The Sixth- five Year Plan (1980 – 85)**

The outlay was moderate and emphasis was laid on utilizing the existing facilities. However emphasis was placed on providing educational services on the deprived section of the society.

The Sixth- five year plan proposed to guarantee to all equality of opportunity for education for improving the quality of life and their participation in tasks of
promoting well being of the society. It proposed to provide all individuals irrespective of age a sense of social belonging. The approach of the Sixth-five year Plan was therefore to reach Universalisation of Education from class one- five or up to 11 years. It also targeted the middle school under Universalisation of education in the middle school (class five – eight) and thus extends the age up o 14 years.

Programmes for non- formal was proposed to be organized.

Special monitoring centres were to be organized for reviewing the progress of elementary education.

Special programmes to promote learning while earning was also to be promoted.

Secondary Education was considered important as this was important in developing man power for economic development of the individual of the country.

Higher Education had already received attention and widespread facilities have been created. The sixth five year Plan was to coordinate all these programmes for maximum utilisation of the same. Vocationalisation of Higher Education required coordinated action of all education and training facilities and services of developmental services of developmental agencies for suitable placement for apprenticeship or employment of students.

**The Seventh – Five Year Plan (1986-91)**

This period was marked by the formulation of the National Policy on Education (1986) and the Programme of Action (1986).

Launching of Operations Blackboard for the improvement of elementary education and opening of Navodaya Vidyalaya at the Secondary stage of education in the rural areas were the two important landmarks.

At the elementary stage, overall importance was to be given to the realization of Universalisation of elementary education for children between 6-14 years by 1990. Attention was to shift from more enrolment to retention of pupils and learning of fundamental elements of learning.
The number of children to be covered by non–formal education was about 25 million. The bridge between formal and non-formal education was to be narrowed.

Special operational targets had to be worked out by State Government concerned block –wise and village-wise through decentralized planning.

The Seventh –Five Year plan focused on girls education.

The demand for Secondary Education has been growing. The expansion and effectiveness of elementary education was to provide further impetus for growth. Provision was to be made for backward areas, under-privileged sections and also of the girls. Girls education was to be free up to the higher secondary stage.

Seventh – five year plan again emphasized vocationalisation of Higher Secondary Education. Facilities for vocational education will be suitably diversified to cover areas like agriculture, industry, trade, commerce and services.

In University Education, the main emphasis was placed to link higher education to national needs and to forge forward towards the path of economic development.

Indira Gandhi Open University was to be developed as a pace setting institutions which will provide education based on the principles of open education.

Another significant aspect of the seventh five year plan was to focus attention on the interests of Scheduled Castes and scheduled tribes and other weaker sections. Special remedial teaching, preparatory training and special coaching classes were to strengthen and impart quality education to these weaker sections. The scopes of these programmes were to be further developed to include training for employment, coaching for competitive examinations for recruitment to various services and adult continuing education programmes.

However much remained to be achieved at the end of the stipulated plan period.

**The Eighth- Five Year Plan (1992- 97)**

The main objectives in the Eighth Five Year Plan was to try to achieve the targets of Universalisation of Elementary education and eradication of illiteracy among 15-35
age group and strengthening of vocational education, so as to relate it to the emerging needs in urban and rural education.

**Universal Elementary Education:**

It was estimated that additional enrolment was to be achieved during the 8th Five year plan to reach universalisation was approximately 5.61 crore children. This data was based on the assumption of 15% incidence of coverage / undergo phenomenon both in primary and upper primary stages. Enrolment of about 4.38 crores would be achieved through formal schools, about 1 crore through non-formal centres. These targets were higher than the 7th five year plan.

SCs/STs and in Rural area primarily Quality improvement was taught. It was also intended that raising standard of that stresses. The 10+ 2+3 model was sought.

**Higher education:**

The following approach was undertaken: integrated approach, excellence in higher education, expansion in higher education, making higher education relevant to socio-economic scenario, promotion of value education, strengthening of management system in the universities.

**Secondary education:**

The expansion in secondary schools would be regulated and new schools would be opened on selection basis particularly to cater needs of deprived section like girls from


The 9th Five Year Plan launched in the fiftieth year of independence laid special emphasis on primary education and information and technology. It proposed that Panchayati Raj institutions will be empowered to serve as nucleus in programme implementation. Non-governmental institutions would be encouraged to supplement government efforts.
There were some critical issues in the Ninth – Five Year Plan. They were:

- Backlog of un–enrolled children
- Drop-outs
- Unreserved habitations with Primary and Upper primary school sections
- Lack of other physical Infrastructure
- Availability of teachers
- Low level of achievement
- Equity and regional disparities

The Action Plan was drawn based on the needs specified and they were as follows:

- Broad Approach: The action plan needed to address the critical issues and achieve the desired objectives will be based on the prevalent situation. It proposed to carry out multi- pronged strategy, which would be flexible, decentralized, improved on quality, cost-effective, result – oriented and time-bound.
- Phasing: Under constitutional commitment the Government was to provide free and compulsory education up to class VIII. Greater emphasis was to be laid on achieving Universal Primary Education at lower primary stage.
- Mobilisation of Community Support for school improvement programme: The Panchayati Raj Institutions (PRI) were to make positive contribution towards the development of education at the grass root level. Village Education Committees (VESs) will be actively involved in School Improvement Programme (SIP). Emphasis was given on: improvement in school attendance, implementation of scheme of National Nutritional Support to Primary school Children etc.
- Strengthening of Teacher Training programme was to be done.
- Education for working children especially in rural sector by elimination of child labour programme and also by implementation of various policies and programme.
- In Secondary Education, some of the critical issues were to be tackled and Action Plan was to be taken:
Revision of Curriculum had become a crying need and curriculum as per the change in time had to be adopted. NCERT and SCERT were to revise the curriculum and a National Draft was to be prepared.

Vocational Education was to cater to the needs of about 25% of the population but it was not fully utilized as per the implementation of previous plans. As for the Ninth Plan, a structured Committee was to look into the linkages with industries and increase the employability of candidates in the programme.

Girls academic institutions required proper accommodation and that was dealt with under this plan. Additional hostel facilities for girls especially in tribal and remote areas were to be increased by the Ministry of Human Resource Development.

Area intensive programme for educationally backward minorities were to be strengthened by allotting a higher outlay. Awareness among the minority community was to be intensified, so that full advantages of educational programmes are utilized.

After the Disability Act of 1995, educating disabled individual up to the age of 18 years became obligatory. However for various reasons the benefit did not seep to the disabled population. Under this plan, a composite area approach was to be approached and additional blocks were to be covered. Along with this teachers were to be specially trained for this special group.

Girls education received special importance. Financial requirement for implementation of the concept of free education for girls up to college level was to be worked out by the Ministry of Human Resource and Development. A new scheme was brought out called: ‘Free Education for Girls’.

Thus, the basic agenda of the 9th Plan was to fulfil the objectives of article 45 of our constitution and to decide a clear course of free and compulsory education up to the class V, though the ultimate aim was to provide free and compulsory education up to class VIII.

The majority of plan outlay was to spend on elementary education. The plan therefore aimed to additional enrolment at lower primary stage to be 250 lakhs, additional enrolment at upper primary stage to be 160 lakhs.
A broad perspective on the 9th Five-Year Plan will highlight the fact that the prospect of realizing the goals of Universalisation of Elementary Education will remain unfulfilled in states like Andhra Pradesh, Assam, Bihar, J&K, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and west Bengal particularly at the upper primary level will need more time to be realized. Perhaps the need to focus on these unfulfilled needs will become obligatory for the 10th Five-Year Plan.

**The Tenth – Five Year Plan (2002-2007)**

The tenth Five Year plan played a significant role in educational planning. The important issues of Tenth plan were to improve access and reduce disparities by emphasizing the common school system. It gave special attention to vocational education and wanted to make it employment oriented. The last of the three important thrust areas was information and communication technologies and it’s accessibility to the student population.

The primary thrust area of the Tenth – Five Year plan was to achieve Univeralisation of Elementary Education. It was found out in 2000 out of 207.76 million children in the age group of 6-14 years 40 million remained outside the purview of education system. Those that remained outside the purview of education system were mainly girls, children of SC/STs and also children with some kind of learning and physical disabilities etc. To provide education to this difficult to reach drop without any kind of compromise on the quality of education would be the primary challenge of the Sarva Shiksha Abhiyan under the Tenth Five Year plan.

The National Programme for the Girls’ at the Elementary level focused on:

- Education of girls from backward areas
- Focus on education of girls from SC/ST and other minorities etc
- Tackling gender specific issues
- Sufficient support to adolescent girls in education
- Larger participants in girls and womens education in both formal and informal education
- Helping girls to get over socio-cultural and economic factors that hinder womens’ education.
Quality improvement in basic education was an important agenda. This involved improvement in the preparation, motivation and deployment of teachers, quality enhancement of textbooks an infrastructural facility.

This plan recognized the need for Early Childhood Care and Education (ECCE)

The Government decided to make education free and compulsory and thus the necessary legislation was passed on December 2000, making it a Fundamental Right of all citizens.

Secondary Education was to part of zero – based budgeting exercise and to bring about greater effectiveness. The population of children in 4-18 age groups (in secondary schools) were estimated to be 96.6 million as projected by National sample Survey Organisation in 1996-97. About 27 million attended Secondary schools at the time of Tenth plan, which estimated 2/3rd of the educable population, remained out of school system.

Distance educations, National Open School etc were to bridge the gap of school attendance and the ideal number of the same.

New initiatives were taken after national Policy on Education was revised in 1992. These included: revision of curriculum, setting up of resources for value education and a centre for Computer Education.

Vocation Education was to gain ground on enrolment.

One of the main objectives of Tenth- Five Year plan was to raise enrolment in Higher education from 6% to 10%. The strategies would focus on increasing access, quality and adoption of state specific strategies and liberalization of education. Emphasis would also be laid on the relevance of the curriculum, vocationalisation and networking on the information technology. It Education Institutions to be increased. Increased private participation in management of deemed colleges and Universities, research in frontier areas of knowledge and meeting challenges in the area of Internationalism of Indian Universities.

Quality improvement in Secondary schools was a thrust area and thus the State Government was to develop training modules for in service training of teachers and
provide infrastructure and research inputs for quality improvement in schools. University Grants Commission was to provide grants-in-aid for setting up Universities and supporting college etc especially in disadvantaged areas.

**The Eleventh – Five Year Plan (2007-2012)**

The Eleventh – Five Year Plan places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It presented a comprehensive strategy for strengthening the education system which encompasses all sections of the education pyramid.

Elementary Education: The Constitution of India was amended in 2002 to make the elementary education justifiable Fundamental Right. 7.1 million children were still out of school system and 50% dropped out at elementary level. Thus the plan’s main thrust area was equity, retention and high quality education. SSA was to be reconstructed into National Mission for quality Elementary education.

- Thus universal enrolment of 6-14 age group children included the hard to reach segment.
- All gender, social and regional gaps in enrolments to be eliminated by 2011-12
- One year pre-school education for primary school entrants.
- Drop-outs in primary schools to be eliminated and elementary schools to be reduced to 50% to 20% by 2011-2012

The Secondary education of SC/ Sts 45.4% and 37.2% are respectively as compared to the overall GER of 51.6% indicating substantial gender gap in enrolment for these groups.

Girls Education was reviewed by The Central Advisory Board of Education Committee. They found out a gross shortage of secondary schools for girls. Drop-out rates in Northern states was found out to be very high amongst the girls.

The Scheme of Integrated Education for the Disabled Children is to be implemented with a view to integrating children and youths with mild and moderate disabilities in
the formal school system. It provides 100% financial assistance to states /Uts and NGOs.

The Scheme of Inclusive Education for the disabled at Secondary stage (IEDSS) will enable all students with disabilities completing eight years of elementary education an opportunity to complete four years of secondary schooling (classes IX-XII) in an inclusive and enabling environment. The IEDSS will also support the training programmes for general school teachers to meet the needs of children with disabilities.

Thus, one of the thrust areas of the Eleventh-five Year plan proposes to look into the interest of children with disabilities in both elementary and secondary education. The ongoing endeavour needs to be analysed so as to clarify Governmental effort to the needs and interest of the educable population who have average to above average intelligence but due to some kind of learning deficit learns differently.

1.4. UNIVERSALISATION OF ELEMENTARY EDUCATION:

The universalisation of elementary education has been one of the most important goals of educational development in India since Independence. It found expression in article 45 of Indian constitution as a Directive Principle of State Policy under the caption: Provision for free and Compulsory Education for Children: the state shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years’. In other words this task should have been completed by 1960. However this resolve could not be accomplished on account of several problems such as rehabilitation of displaced persons after partition and lack of resources. As a result the target date was revised to 1970, then to 1976 and later on to 1995. The resolve in the contained in the policy reads as: The new Education Policy will give higher priority to children dropping out of school and will adopt an array of meticulously formulated strategies based on micro planning and applied at the grass root level all over the country, to ensure children’s retention at school. The effort will be fully coordinated with the network of non–formal education. It shall be ensured that all children who attain the age of 11 years will have had five years of education by the year 1990 or it’s equivalent through the non–formal stream. Likewise, by
1995 all children will be provided free and compulsory education up to 14 years of age’.

The modified National Policy of Education (NPE) in 1992 has further revised the date. It states, ‘It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter twenty-first century. A National Mission will be launched for the achievement of this goal’.

1.4.1. Progress In Universal Elementary Education Post –Independence:

The total enrolment at the primary and upper primary school levels in India has witnessed a steady increase. Total enrolment at the primary stage (classes 1-5) increased by 6 times from 19.2 million in 1950-51 to about to about 128.3 million in 2003-2004. Total enrolment at the Upper Primary levels (6-8) increased by 14 times, from 3.1 million in 1950-51 to 48.7 million in 2000-2001. The growth rate of girl’s enrolment at the elementary level was higher as compared to that of boys. Participation of girl’s has improved at all levels over the years.

The Gross Enrolment Ratio (GER) at Primary and Upper Primary levels improved appreciably from 1950-51 to 2003-2004. The GER rose at the primary enrolment level from 42.6 per cent to 98.3 per cent in 2003-2004.

The Enrolment of girls rose from 24.8 per cent in 1950-51 to 95.7 per cent in 2003-2004 period. The boys and girls differential also declined substantially.

The GER at the Upper primary level improved from 12.7 per cent in 1950-51 to 62.4 in 2003-n 2004. There was a similar increase in the Girls education from 4.6 per cent to 57.6 per cent for this period. Though the participation of girls have increased substantially over the years it is still far less as compared to that of the boys.

Vast discrepancies still exist amongst the State/UTs in terms of enrolment with educationally backward states having a lower GER than the all India average.

1.4.1(a). Goals For Achievement Of Universal Elementary Education:

1. Priority to Elementary Education: Elementary education should be developed on priority basis and percentage of budget under the section should be suitably
raised as the budget allotment went down from 55% of the total educational allotment in First five year plan to 36% in the sixth five year plan, 34% in seventh five year plan to 47% in the eighth five year plan.

2. Checking Wastage and stagnation: Nearly 60% of the students enrolled in class-I reach class V and 45% reach class VIII. The goal was to reduce stagnation and wastage at this stage by taking steps towards providing better teachers and equipment.

3. Promoting Girls’ Education: Although girls education has made a headway since independence, yet there is still a wide gap between the education of boys and girls. Adequate attention should be given to education of girls at all stages.

4. Education of Backward Classes: The backward classes include the scheduled Castes, Scheduled tribes, de-notified Communities and few nomadic and semi-nomadic groups.

The scheduled castes and scheduled tribes constitute respectively 15% and 7% of the total population of the country. Special efforts should be made to enrol girls, children of Scheduled Castes and Scheduled Tribes and children of other weaker sections.

New Initiatives in Universalisation of Elementary Education:

Since the formulation of the national Policy of Education –NPE (1986) and the Programme of Action - POA (1986), several new schemes for the qualitative as well as quantitative improvement of primary Education and reaching the goals of UEE have been initiated by the Government of India, Ministry of Human Resource development (MHRD) and Department of Education.

One major initiative under this is: District primary Education Programme (DPEP)

DPEP launched in 1993 is a national initiative to achieve Universalisation of Elementary Education (UEE) through district level intervention. The overall goal of the programme is the reconstruction of primary education system to operationalise the strategy of UEE as envisaged in NPC1986 (as updated in 1992) and its Programme of Action –POA (1992) through decentralized planning and management, disaggregated target setting, community mobilization and population specific planning. The
fundamental principle of DPEP is to evolve strategy at state and district level. It goes beyond the conventional packages such as opening of new schools and appointing new teachers and addresses the issues of content, process, quality and equity in education.

The other important initiative in this perspective is perhaps: Sarva Shiksha Abhiyan at the Elementary Stage:

Thre Sarva Shiksha Abhiyan was launched towards the end of the Ninth plan to achieve the goal of UEE through a time bound integrated approach, in partnership with states. The medium goals for the scheme are as follows:

a) All children to be in school, Education Guarantee Scheme centres, alternative schools, back-to – school camps by 2003.
b) All children to complete 5 years of primary schooling by 2007
c) All children to complete 8 years of schooling by 2010.
d) Focus on elementary education of satisfactory quality.
e) Bridging all gender and social disparities at the primary stage by 2007 and all upper primary level by 2010.
f) Universal retention by 2010.

1.4.1.(b). Universalsation Of Elementary Education In Rural India:

Thus, Universalisation of Elementary Education (UEE) has been accepted as a national goal. The Tenth Five Year Plan envisaged UEE to mean universal access, universal achievement. As a result of the efforts made by the Central and State Government, 94% of country’s rural population have primary schools within 1 Km. at the upper primary stage, 84% of rural population have schools within a distance of three km.

The Government formulated a revised Constitutional Amendment Bill (93rd amendment) and it was presented in Parliament. The Lok Sabha passed the bill 28th November, 2001. It was considered by the Rajya Sabha on 14th May, 2002. It got President’s Assent on December 12, 2002.
The scheme of Sarva Siksha Abhiyan (SSA) was approved in November 2000. The goals of SSA are:


b) Focus on elementary education of satisfactory quality with emphasis on education for life.

c) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010 and

d) Universal retention by 2010. The SSA will cover the entire country with a special focus on educational needs of girls, scheduled Castes and Scheduled Tribes and other children in difficult circumstance.

Right to Education: Article 21A: Amendment in article 45:

The State shall endeavour to provide, within a period of the years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years. This has been deled and following amendments have been made in the constitution by eight _ Sixth Amendment Act, 2002.

1. Article 45

Provision for early childhood care and education to children below the age of 6 years – The state shall endeavour to provide early childhood care and education for all children until they complete the age of 6 years.

2. Article 21A

Right to Education – The State shall provide free and compulsory education to all children of the age of 6 – 14 years, determined by the state law.

3.Clause `K` has been added in 51 A Fundamental Duties:

It shall be the duty of every citizen of India (K) `who is parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of 6 and 14 years.
1.5. WOMENS’ EDUCATION:

The total enrolment at primary stage (classes 1-5) during the period 1950-51 to 1998-99 increased by 6 times while for the girls the increase is 9 times. At the upper primary stage of education, the increase during this period is more than 14 times while that of girls the increase is more than 34 times, while is quite more than 18 times and that of the girls the increase is about 53 times.

The participation of girls at all stages of education has been increasing steadily over the time as may be seen from the above tables. However, the percentages are still much below fifty percent at all stages of education.

Committees and Commissions on Women Education Post Independence in India:

The following Committees and Commissions deliberated on a wide range of women’s issues in stated committees etc.

1. The University Education Commission (1948-49)
2. Smt Durgabai Deshmukh Committee (1959)
3. Smt Hansa Mehta Committee (1962)
4. M. Bhaktvatsalam Committee to look into the causes of Public Support particularly in Rural Areas for girls Education and to enlist Public cooperation.
5. Education Commission (1964-66)

1.5.1. Special Intervention for Female Literacy:

As per census, 2001, 47 districts in the country have a female literacy rate below 30%. Hence, dealing with low female literacy is of immense concern to the National Literacy Mission and it was decided to target the 47 low female literacy districts for improvement. As most of these districts are concentrated in States of Uttar Pradesh, Bihar, Orissa and Jharkhand, special innovative programmes have been taken up in
these districts for promoting female literacy. The programme in Uttar Pradesh and Bihar has been completed and externally evaluated.

Nine districts in Orissa, which have low female literacy rates, have been covered under Special Project for Accelerated Female Literacy programme. The Programme was assigned to a network of 117 NGOs targeting 10.43 lakh non–literate women in 15-35 age groups. The programme is being evaluated by external evaluation agencies.

The Special female literacy programme has also been implemented in 5 low literacy districts of Jharkhand. Around 5 Lakh women illiterates in 15-35 age group have been covered under the programme. The programme has been completed and external evaluation is awaited in 2 districts in Jharkhand.

1.5.1(a). Bringing about equality in Womens Education:

The removal of Womens illiteracy and obstacles inhibiting their access to and retention in, elementary education will receive overriding priority, through provision of special support services setting of time targets and effective monitoring. Major emphasis will be laid on womens participation in vocational, technical and professional education at different levels. The Government at the Centre and at State level will follow the policy of non-discrimination and will seek to eliminate gender-based discrimination / stereo-typing in vocational and professional courses. Womens participation in non-traditional occupation as well as emergent technologies will be promoted.

Thus the National Educational system will play a positive interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators and the active involvement of educational institutions. Thus, educational institutions will be encouraged to take up active programme to further womens development.

A special Committee was set up on December 8 2004, under the chairmanship of Shri Tarun Gogoi, Chief Minister of Assam. Prof. Krishna Kumar, Director, NCERT, was the Member Secretary. The Committee had a total strength of 15 members.
The Committee deliberated on Girls Education. Some of their relevant recommendations have been elaborated as:

The Committee recommended that alongside the 86th Amendment, the Government of India bring in another Act to protect the fundamental right to life of a girl child.

Education of a girl child was highlighted as a fundamental right. Considering the fact that the age group 6-14 and the elementary classes 1-8 do not match, particularly in the rural area and among children from disadvantaged families, the fundamental right under 86th Amendment should be constructively constructed as the right to education in regular schools from a least 6-14 years of age regardless of class and from class I to at least class VIII.

1.6. **EDUCATION FOR THE WEAKER SECTIONS:**

According to National Policy of Education, the socially disadvantaged children are those children who belong to the following categories:

1. Scheduled Castes Children
2. Scheduled Tribes Children
3. Other Backward Classes (OBC’s) Children
4. Tribal areas Children

1.6.(a). **Education Of The Scheduled Castes:**

The central focus in the SCs’ educational development is their equalization with the non – SC population at all stages and levels of education, in all areas and in all the four dimensions of – rural male, rural female, urban male and urban female.

The Measures Contemplated for Education of SCs Include:

a) Incentives to indigent families to send their children to school regularly till they reach the age of 14.

b) Pre- matric Scholarship scheme for children of families included under this scheme.

c) Constant micro-planning and verification to ensure that the enrolment and retention and successful completion of courses by SC students do not fail at
any stages, provision of remedial courses to improve their prospects for further education etc.

d) D. The recruitment of teachers from Scheduled Castes.
e) Location of school buildings, balwadis and adult Education Centres in such a way so as to facilitate full participation of the Scheduled Castes, Backward Sections of society, particularly in rural areas. Remote areas in Hills and Deserts will also be provided with educational infrastructure.

Educational status:

Education being the most important instrument for empowering weaker sections of the society, every effort is being made to improve the educational status of Scs on priority basis. Between 1971 and 1991, the literacy rate of Scs increased by 2.6 times, the total population increased by 1.8 times.

1.6.(b). Education of the Scheduled Tribes:

The STs Literacy rates increased from 29.6% to 47.7% between 1991 and 2001.

The population of tribal people in 2001 was estimated to have reached 88.8 million on the projected figures. This represented 8.6 % of our country’s total population.

A number of measures have been taken for the promotion of Education among the STs in accordance with the Provisions of NPE and Programme of Action (1986- 1992), in order to bring them at par with others.

For example:

a) Priority is accorded to opening primary schools in tribal areas. The construction of school building will take precedence over other matter.
b) Curricula has been developed keeping in mind the socio- cultural milieu of the ST people. Tribal languages are given precedence in the initial stage, giving way to the regional language later.
c) Educated ST youths are being encouraged to take up teaching after training.
d) Residential ashram schools have been established on a large scale.
e) Scholarships for higher education are providing particularly for professional and technical education. Special remedial courses and other programmes are
being taken to remove psycho-social impediments to all around development etc.

f) Anganwadis, Non-formal and Adult education Centres are opened for STs.
g) The curricula at all stages of education have been gradually designed to create awareness of the rich cultural heritage of the STs.

1.6.(c). **Other Backward Classes (OBCs) and Their Education:**

1. Article 15(4) of the Constitution: It enjoins upon the state the creation of special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled Castes and Scheduled Tribes.

2. Article 16 (4): It enables the state for making provisions for the reservation of appointments or posts in favour of any backward class citizens which is the opinion of the state is not adequately represented in the services under the state.

3. Article 38: It makes it obligatory for the States to ‘strive to promote the welfare of the people by securing and protecting as effectively as it may a social order, in which justice, social and political shall inform all the institutions of the national life.

4. Article 46: It contains a very significant directive regarding promotion of education and economic interests of other weaker sections of our population.

5. Part XVI of the Constitution: It contains special provision relating to certain classes and under this part, Article 340 envisages the appointment of a commission to investigate the condition of Backward Classes.

Further to the cause the Government of India, appointed the: Mandal Commission in 1978. They advised to take up schemes in educational training and reserve seats for OBC at the higher scientific, technical and higher education.

1.7. **POLICIES AND PROGRAMMES IN EDUCATION OF EXCEPTIONAL CHILDREN:**

Quite a number of legislative policies and programmes have been undertaken by the Government of India in this field in accordance with the recommendations of various committees and commissions, such as:
1. Recommendations of the Education Commission on the Handicapped.
2. The National Policy for Children.
3. Objectives of education for handicapped children in International Year of Disabled persons 1981 with specific reference to India.

1.7.1 (a). The Indian Education Commission (1964-66):

The Education Commission was the first to suggest that education of ‘handicapped children’ has to be organized not merely on humanitarian grounds, but also on grounds of utility. Proper education would enable handicapped children to overcome their disability and make them useful citizens. It has to be remembered that the Constitutional directives on compulsory education includes handicapped children as well. Very little has been done in this field so far, and on account of several difficulties, any great improvement in the situation does not seem to be likely in the near future. All the same, it is important that a serious beginning is made.

1. It was emphasized by the commission that the primary task of education is to prepare a handicapped child for adjustment to the socio-cultural environment.

2. The education imparted to the handicapped child should not be different from the non handicapped students, only the method employed should be different. This form of education is referred to as: ‘Special Education’.

3. The Commission suggested educational facilities to be extended to four groups: the Blind, The Deaf, The Orthopaedically Handicapped and the Mentally Retarded.
At the time of the Education Commission’s Recommendations, there were 115 schools for Blinds, 70 for Deaf students, 25 for the Orthopaedically Handicapped and 27 for the Mentally Retarded in the whole country.

The Commission felt the educational provision was grossly inadequate. A reasonable target was therefore set to provide education for 15% of the Blind, Deaf and Orthopaedically Handicapped and to 5% of the Mentally Retarded. The goal was to be reached by the Year 1986 from the year of the Commission’s Recommendation in 1964-66.

The goal was to be reached through the adoption of two programmes: A) the Special and B) the Integrated.

A) THE SPECIAL:
In the special programme ‘handicapped children’ were to be isolated and segregated from the non-handicapped children and placed in a Special School.

B) THE INTEGRATED:
Under this programme ‘handicapped children’ can be enrolled in regular schools along with ‘non-handicapped children’.

An over-view of the situation shows that further exploration of the integrated programme is to be furthered.

The National Policy adopted in August 1974 is designed to provide guidelines to the Ministries of Central, State Government and other agencies for an integrated approach to child development. The Ministry of Social Welfarecoordinates action for speedy implementation of actions contemplated by the National Policy. The recommendations are supposed to cover all children belonging to weaker section of the community and handicapped children.

1.7.1(c). IYDP – National Draft Plan For Education Of Handicapped:
The General Assembly of United Nations proclaimed 1981 as International Year for Disabled Persons in their Resolution No 31/123 dated 16 December 1976. The UN General Assembly set forth the following objectives:
1. Helping disabled people in their physical and psychological adjustments to the society
2. Promoting all National and International efforts to provide disabled persons with proper assistance, training, care and guidance to make available opportunities for suitable work their integration.
3. Encouraging study and research projects designed to facilitate the practical participation of disabled persons in daily life.
4. Educating and informing the public about rights of disabled persons.
5. Promoting effective measures for prevention of disability and for the rehabilitation of disabled persons:
   a) Integration should replace the present trends towards segregation.
   b) Enrolment of handicapped children in ordinary schools.
   c) The development of sheltered workshops.
   d) Greater efforts would be made towards securing open employment for the handicapped.

India was one of the signatories to the resolution proclaiming IYD, 1981. The Government of India endorsed the objectives set forth in the resolution of the General Assembly. Within the framework of the general objectives declared by the United Nations, the specific Objectives to be achieved by India in the light of its present resources were the following:

1. To evolve a National Policy on handicapped, to include education, training, employment, measures to achieve full social integration and protection.
2. On the basis of this, it will strive to lay the foundation of a network of services for the handicapped that reaches the grass root level so that a comprehensive rehabilitation service is eventually provided by preparing a prospective development plan for rehabilitation.
3. To initiate in this programme a few practical changes that would be of immediate benefit to the handicapped people.
4. To initiate integration of all handicapped people in to the community.
5. To give a possible rural bias to services for the handicapped.
6. To develop a strong national disability prevention programme.
7. To prepare a base for research and development through the National Institutes, Institute of Technology.

8. To develop and initiate a planned network of information and publicity services for determination of new techniques and equipments.

9. To collect with as wide a base as possible, all relevant data on handicapped in the country.

In conformity with National Plan of Action, State Governments have developed their own plan of action keeping in view the concept and priority areas as indicated in the plan of action. Special Education Cells have been set up in states.

1.7.1(d). Working Group on the Education of Disabled Child 1981:

Following the IYDP a working group was set up by the Government of India:

Following the IYDP a working group was set up by the Government of India.

1. To suggest steps for Adoption of proper legislative measures for the education and training of disabled, training, publicity and action research.

2. To formulate the detailed action plan on ‘Education for the disabled child including the development of skills in the context of observing 1981 as the: International Year of the disabled.

3. To give an idea of financial requirement for implementing the various items of the Action Plan, keeping in view the feasibility of starting the programmes in IYDP, 1981.

The committee recommended that the following categories of handicapped children should be served:

1. The blind or the visually handicapped
2. The deaf or hearing handicapped
3. The orthopaedically handicapped
4. Educable and trainable mentally retarded children
5. The cerebral palsied
6. The neurologically handicapped, including the epileptic
7. Children with speech and language disorder
8. Children with minimal brain dysfunction including learning disabilities
The Ministry of Social Welfare and Ministry of Education and Culture had appointed advisory committees to go to the details of the problems of these areas. These committees have met and discussed the following aspects in June and July 1981.

a) Early detection, prevention, medical and physical rehabilitation
b) Education and training of handicapped children and adults, including teacher training
c) Employment
d) General matter: role of voluntary organizations, creation of public awareness.

1.7.1(e). **National Policy On Education, 1986. 1992:**

The primary objective was to integrate physically and mentally handicapped with the general community as equal partners. In this perspective, the following policies have been framed:

1. Education of children with motor handicap and other mild handicap would be common
2. Special schools and residential accommodation would be provided were ever necessary, especially at the district headquarters.
3. Adequate arrangement would be made to give vocational training to the disabled.
4. There would be reorientation of Teacher Training Programme in primary classes, so that awareness in learning difficulties of handicapped children is imparted.
5. Voluntary efforts for the education of the disabled would be encouraged in every possible manner.

1.7.1(f). **Recommendations Of Ramamurthy Committee, 1981:**

The Government of India set up the Ramamurthy Committee to comment upon NPE POA stipulations.

The NPE advocated the policy of integrating the physically and mentally handicapped as equal partners with the general community.
The POA mentioned the detailed measures to be taken, important amongst them being massive in-service training for teachers, orientation programmes for the administrators, development of supervisory expertise in the resource institutions like the SCERT and DIET, etc. It also called for provision of incentives like supply of aids, appliances, text books and free uniforms.

The merit of the POA is in its call for establishment of special schools at district and sub-district levels: curriculum development apart from provision of infra-structural facilities and specific target setting for universal primary education of the handicapped. While special schools for the education of those with severe handicaps are rightfully mentioned by the POA, they have not laid emphasis on multiple deliveries of services in special schools.

The Committee gave recommendations after deliberating on the problems faced by handicapped people in the perspective of education. They are elaborated as follows:

1. People should be made aware of problems of the handicapped.
2. Every family of handicapped child should be provided incentive to educate the child.
3. The education system of handicapped should be flexible. A choice of institutions for education is to be provided.
4. Educational packages to be provided to the hearing impaired. Segregated programmes as well as integrated programmes are to be provided as per educational need of the child.
5. To make hearing impaired children economically independent.
6. Ample usage of indigenously developed Bharati Braille at the National Institute for Visually Handicapped (NIVH), Dehradun.
7. Teaching of Science and mathematics to be encouraged to the Visually Impaired.
8. Special Curricula to be developed and standardized for the purpose of teaching not only 3Rs but also for training in self care skills, motor integration, perceptual and motor skills, language communication and conceptual skills.
9. Vocational Schools for Mentally Retarded Adults are to be increased in number. Jobs are to be provided to this category.
10. An in service training for the teachers to become sensitized towards handicapped etc is to be given out.

11. Special programmes to teach special B.ed to the teachers are to be organized.

12. At least one resource faculty should be provided in each DIET to provide teacher training inputs in the context of education of the Handicapped.

13. The role of Special Schools should be clearly redefined as given below:
   a) Early identification of children with handicaps.
   b) Education of the handicapped children in general schools. Integration should be attempted as much as possible.
   c) Providing Integrated school programmes in Special Schools.
   d) Teaching methodologies that would be mutually beneficial in both general and special education.

14. The technology for meeting the special needs of the handicapped should be reviewed from an International perspective.

15. Researches to be encouraged in this area so as to benefit the handicapped population. Subsequent to this, the Janardhan Reddy Committee submitted its report in 1992.

The Policy of Education Review Committee (NPERC), 1992 felt that The National Policy of Education (NPE) was inadequate in certain aspects. These are as follows:

1. The NPE did not emphasise on the integration of handicapped children with the general population

2. Special schools were treated in isolation and Ministries of Welfare and HRD were to co-operatively develop a proper educational infrastructure for the same.

The NPERC made very useful recommendations relating to the modalities of implementing programmes for the education of the handicapped. Inter alia or the use of media was advocated in creating awareness about the problems of the handicapped. Thus support was to be given by means of incentives, dialogue and training and adopting a flexible approach to the education of the physically and mentally handicapped.

The Programme of Action which was formulated by the MHRD in 1992 took all these historical perspective and framed a plan of education for the handicapped.
1.7.1(g). Programme Of Action(1992) - From The Perspective Of Disabled Children:

At the end of the year 1991-92 about 30,000 children with disability were availing special benefits under the scheme of Integrated Education for Disabled Children (IEDC). In addition about 60,000 children with mild disabilities received resource support without special benefit. A large number of children with disability were also receiving education in special schools which numbered about 1035.

The Project Integrated Education for Disabled (PIED) is being implemented as a field demonstration in one block each in ten States and Union Territories. In these blocks about 90% of the children with disability are receiving education in general schools.

The Ministry of labour manages 17 Vocational Rehabilitation Centres (VRCS) for the handicapped and helps in their placement. Around 66,000 persons with disabilities had been rehabilitated under the scheme by September 1991. 3% of seats for admission to IITs and under the apprenticeship Training Scheme are available for the Handicapped persons. These seats are being fully utilized.

An evaluation of Special schools and scheme of IEDC has revealed some deficits in the area. The general education system has not yet been mobilized to a noticeable extent for education of the handicapped either at the Centre or State Level. Inputs from different scheme like CBR, DRC, ECCE, non–formal education, adult education, vocational and technical education, etc are not being brought together for the education of the physically handicapped. Some states are still reluctant to implement the Integrated Education for Disabled Children (IEDC) system, while others are implementing it quite differently. Rural areas have a derth of facilities and NGOs also have not shown enough participation.

Early identification and intervention programme are yet to be started. The goal of Universalisation of Elementary Education for this disadvantaged group still remains a distant dream.

The strategy of area-specific and population specific micro-planning for UEE is equally relevant for this disadvantaged group. Planning for UEE and adult literacy at all levels – Centre, state, district, block and project – should be provided.
1.7.1(h). **Integrated Education For The Disabled Children (IEDC) 1992:**

The Government of India has given the education of disabled children special attention to achieve the goal of education for all. The Objective is to integrate the handicapped with general community at all levels as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence. This is operating through the centrally sponsored IEDC schemes. In addition the disabled children who are placed in the special schools should also be integrated in common schools once they acquire required communication and daily living skills. The Central Government assists the State /Union Territories in their implementation as per conditions laid down in the scheme. The scheme is implemented through the State Government/s UT administrations/ Autonomous Organisations of stature having experience in the field of education and or Rehabilitation of the disabled.

The scheme provides, educational facilities for children with disabilities who can be integrated in general schools. While rehabilitation assistance will be provided to all children with disabilities, student benefit will be extended on the recommendations of the Assessment Team. The scope of the scheme includes preschool training for the disabled children and counselling for the parents. It also includes special training for hearing impaired and visually impaired children and added support for their parents. The education of disabled children under this scheme continues up to the secondary level and also up to the vocational equivalent of senior secondary stage.

1.7.1(i). **United Nations Standard Rules, November, 1994:**

The Rights of the disabled children has been recognised and UNO has stimulated several conditions on nation and State to plan for it. The following are United Nations Standard Ruled on the Equalisation of Opportunities for persons with disabilities duly adopted by the XI World Congress on Mental Retardation:

**Equal Participation:**

1. States should take action to raise awareness in society about persons with disabilities, their rights, their needs, their potential and their contribution.
2. States should ensure the provision of effective medical care to persons with disabilities.
3. States should ensure the provision of rehabilitation services to persons with disabilities in order for them to reach and sustain their optimum level of independence and functioning.

4. Stats should ensure the development and supply of support services, including assistive devices for persons with disabilities, to assist them to increase their level of independence in their daily living and to exercise their rights.

Target Areas:

1. States should recognize the overall importance of accessibility in the process of the equalization of opportunities in all spheres of society. For persons with disability of any kind states should introduce programmes of action to make the physical environment accessible and to undertake measures to provide access to information and communication.

2. States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings. They should ensure that the education of persons is an integral part of the education system.

3. States should recognize the principle that persons with disabilities must be empowered to exercise their human rights, particularly in the field of employment, in both rural and urban areas. They must have equal opportunities for productive and gainful employment in the labour market.

4. States are responsible for the provision of social security and income maintenance for persons with disabilities.

5. States should promote the full participation of persons with disabilities in that laws do not discriminate against persons with disabilities with respect to relationships etc.

6. States will ensure that persons with disabilities are integrated into and can participate in cultural activities on equal basis.

7. States will take measures to ensure that persons with disabilities have equal opportunities for recreation and sports.

8. States will take measures for equal participation by persons with disabilities in the religious life of the communities.
Implementation Measures:

1. States will assume the ultimate responsibility for the collection and dissemination of information on living conditions of persons with disabilities and promote comprehensive research on all aspects, including obstacles that affect the lives of persons with disabilities.
2. States will ensure that disability aspects are included in all relevant policy making and national planning.
3. States have a responsibility to create the legal bases for measures to achieve the objectives of full participation and equality for persons with disabilities.
4. States should have the financial responsibility for national programmes and measures to create equal opportunities for persons with disabilities.
5. States are responsible for the establishment and strengthening of national coordinating committees or similar bodies to serve as a national focal point on disability matters.
6. States should recognize the rights of the organization of people with disabilities to represent persons with disabilities at national, regional and local levels. States should also recognize the advisory role of organizations of persons with disabilities and decision making on disability matters.
7. States are responsible for ensuring the adequate training of personnel, at all levels, involved in the planning and provision of programmes and services concerning persons with disabilities.
8. States are responsible for ensuring the adequate training of personnel, at all levels, involved in planning and provision of programmes and services concerning the equalization of opportunities for persons with disabilities.
9. States both industrialized and developing should have the responsibility to cooperate in, and take measures for the improvement of the living conditions of persons with disabilities in developing countries.
10. States will participate actively in international cooperation concerning policies for the equalization of opportunities for persons with disabilities.

Development of special education perspectives have been well explained and described through the commissions, committees, programmes, policies of Government since Education Commission made its recommendation. The adoption of
Integrated Education Scheme and detailed programme of action have added seriousness of purpose to the education of disabled. United Nation has emphasized and declared that the State should take up responsibility in this area.

The United Nations Standard Rules 1994 therefore operationalised and made mandatory recommendations to various States and Nations for protecting Rights of Disabled in terms of equal participation in life, provision of equal educational opportunities for the disabled and responsibilities of the State for the complete care of disabled children and population. The National Disability Bill 1996, in India is a step in this direction in our country.

1.7.1(j). Declaration Of Ministry Of Social Justice:

The Constitution OF India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an Inclusive society for all including persons with disabilities. In the recent years, there have been vast and positive changes in the perception of the society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures.

According to the Census 2001, there are 2.19 crore persons with disabilities in India who constitute 2.13 % of the total population. This includes persons with visual, hearing, speech and locomotors and mental disabilities. 75% of disabled people in India live in rural areas. 49% of disabled population is literate and only 34% are employed. The earlier emphasis on medical rehabilitation has now been replaced by an emphasis on social rehabilitation. There has been an increasing recognition of abilities of persons with disabilities and emphasis on mainstreaming them based on their capabilities. The Government of India has enacted three legislations for persons with disabilities.

These are as follows:

i) Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation Act 1995, which provides for education, employment, creation of barrier free environment, social security, etc.
ii) National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act 1999 has provision for legal guardianship of the four possible
iii) Rehabilitation Council of India Act 1992 deals with development of manpower for providing rehabilitation services.

1.7.1(k). Education For Persons With Disabilities:

Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit of the Article 21A of the Constitution guaranteed education as a fundamental right and section 26 of the persons with Disabilities Act 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. According to the census, 2001, 51% persons with disability are illiterate. This is a very large percentage. There is a need for mainstreaming of the persons with disabilities in general education system through Inclusive Education.

Sarva Siksha Abhiyan (SSA) launched by the Government has the goal of eight years of elementary schooling for all children including children with disabilities in the age group of 6-14 years by 2010. Children with disabilities in the age group 15-18 years are provided free education under Integrated Education for Disabled Children (IEDC) Scheme.

Under SSA, a continuum of educational options learning aids and tools, mobility assistance, support services etc are being made available to students with disabilities. This includes education through an open learning system and open schools, alternative schooling, distance education, special school, wherever necessary home based education, itinerant teacher model remedial teaching, part time classes, Community based rehabilitation (CBR) and vocational education.

IEDC Scheme Implemented through the State Government, Autonomous Bodies and Voluntary Organisations provides hundred percent financial assistance for various facilities like Special teachers, books and stationery, uniform, transport, readers allowance for the visually handicapped, hostel allowance, equipment cost etc.

It has been declared that there will be concerted effort on the part of the Government to improve identification of children with disabilities through regular surveys, their
enrolment in appropriate schools and their continuation till they successfully complete their education. The Government will also endeavour to provide right kind of learning material and books to children with disabilities, suitably trained and sensitized teachers and schools which are accessible and disabled friendly.

At present Government of India is providing scholarships to students with disabilities for pursuing studies at post school level. Government will continue to support the scholarships and expand its coverage.

Facilities for technical and vocational education have been designed to inculcate and bolster skill development suited to various types of productive activities by adaptation of the existing institutes or accelerated setting up of institutes in under privileged areas.

Persons with disabilities will be provided access to the universities, technical institutions and other institutions of higher learning to pursue higher and professional courses.

1.7.1(l). The Persons With Disability (Equal Opportunities, Protection of Rights And Full Participation) Act 1995

The act is guided by the philosophy of empowering persons with disabilities and their associates. The endeavour of the Act has been to introduce an instrument for promoting equality and participation of persons with disability on the one hand and eliminating discriminations of all kinds on the other.

The Act lays down certain important principles relevant to Education of Disabled students as well as students with Learning Difficulty / Specific Learning Difficulty (SLD/SpLD).

**PREVENTION AND EARLY DETECTION OF DISABILITIES**

Within the limits of their economic capacity and development, the appropriate Government and local authorities with a view to prevent occurrence of disability shall:
a). Undertake survey, investigation and research concerning the cause and occurrence of disability
b). Promote various methods of preventing disabilities
c). To screen all children at least once a year for the purpose of identifying at-risk cases
d). Provide facilities for training to the staffs at primary health centres
e). Sponsor awareness campaign
f). to takes measure for pre-natal, peri-natal and post-natal care of mother and child
g). Educate the public through the pre-schools, primary health centres, village level workers and anganwadi workers
h). Create awareness amongst the masses through the mass media regarding the causes of disabilities and preventive measures to be adopted

EDUCATION

The Government and the local authorities will ensure that:

a) Every child with disability has access to free education in an appropriate environment till the child attains the age of 14 years.
b) There will be integration of students with disability in normal schools
c) Special schools in government and private sectors are set up for those children, who are in need of special education
d) Vocational training facilities are provided to the special children

The Government and Local authorities also proposed various schemes that will benefit the Children with special needs. Some of the proposed schemes are elaborated as:

a) Conducting part-time classes to children with valid disabilities who have continued till class five and could not study on a whole time basis
b) Conducting special part-time classes for providing functional literacy for children in the age group of sixteen and above
c) Imparting non-formal education by utilizing the available manpower in rural areas after imparting appropriate education
d) Imparting education through open schools and open universities
e) Conducting class and interactive discussions through the usage of multi-media

f) Providing every child with disability free of cost special text books and equipments needed for his/her education

The appropriate Government will try to initiate research in developing assistive devices, teaching aids, special teaching materials to provide a child with equal opportunities in education.

The Government also proposed to provide special training colleges for teachers to teach in special schools and integrated schools for children with learning disability.

NON – DISCRIMINATION

The Government took initiatives to propose measures to equalize economic capacity and development for the benefit of persons with disabilities. Thus special measures were proposed for helping to improve public amenities to benefit from travel, visiting public buildings etc.

Though the Act directly does not mention facilities that will be mandatory for schools in an Inclusive set up, it implies a provision for additional benefits which may benefit the students with some kind of physical handicap, such as ramp in railway platforms and public buildings etc.

1.8. INCLUSIVE EDUCATION:

Inclusive Education is about education of all children in mainstream schools and from or discriminated within classrooms and the recent drive towards inclusive education is about more than disability or ‘Special Educational Needs’. It reflects changes in social and political climate wherein a new approach characterizes thinking about difference.

The basic principles of Inclusive Education are as follows:

1. Every student has an inherent right to education on basis of equality of opportunity.

2. No student is excluded from or discriminated within education on grounds of race, colour, gender, language, religion, social origin, disability, birth, poverty, national ethnic or social origin, disability, birth, poverty or other status.
3. All students can learn and benefit from education.
4. Schools adapt to the needs of students, rather than students adapting to the needs of the schools.
5. Student's view are listened to and taken seriously.
6. Individual differences between students are source of richness and diversity and not a problem.
7. The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

1.8.1. Teaching Programme From The Perspective Of Inclusive Education:

A teaching programme from the perspective of Inclusive Education will seek to accommodate children in accordance with their chronological age. It will also encourage a sense of belonging; emphasis is placed on the value of friendships. A relationship of friendship is encouraged between a student with special needs and with one without any such needs.

Thus certain central features emerge, which are as follows:

1. Family and school partnership.
2. Collaboration between general and special educators.
3. Well constructed Individual Education Programme Plans.
4. Integrated service delivery.
5. Openly dealing with individual difference.
6. Teaching students to look for ways to help each other.
7. Help students to be at par with their comparatively able peer group, with the help of necessary equipments if and when required.

1.8.1(a). Trajectory Of Education From The Perspective Of Inclusive Education:

A major shift in education for the child with disability was achieved for the child with disability with launch of the comprehensive Integrated Education for the Disabled Child (IEDC). The aim was to provide children with moderate disabilities with both facilities and financial support. This was implemented in 15000 schools in 26 states.
and union territories and reportedly covered 65,000 children with disabilities in mainstream schools. In a bid towards the implementation of this project, the Government launched the Project Integrated Education Development (PIED) which provided teacher training, methodology for identification of children and school facilities for only the mild and moderately disabled who were admitted in schools undetected as disabled and that it did not cover preschool children. It was also not specifically geared to children with intellectual disabilities. It was therefore withdrawn but it did provide learning experience in that it nudged policy makers closer to the concept of integration as a first step which led later to rethinking education services and to formulation of Inclusive practices.

It was only in 1986 when the Parliament of India adopted the National policy on education (NPE) that for the first time equality of opportunity was stated as a goal of education and the phrase ‘EDUCATION OF HANDICAPPED’ was used. The first National Policy on Education (NPE) of independent India was passed in 1968 but had to be reformed in 1985. However the policy framed at this time only advocated only the integration of children with loco motor disabilities and other mild disabilities in mainstream schools. It also enabled the setting up of team of experts under the Chairmanship of Behrul Islam in 1987 to study the problems of disabled children and become the core of the comprehensive legislation provided later in the Disabilities Act 1995.

The need of children with disability was put under the jurisdiction of Ministry of Social Justice and Empowerment. The central body for formulating and implementing educational policies is the Department of Education in the Ministry of Human Resource Development (HRD) even though the policy is formulated by the centre. Thus two Ministries dealing with the same group of people with separate policies has given rise to some dualism creating ambiguity. The negative fallout is that the education for children with intellectual disability is clubbed together with other kind of disability issues and viewed as a welfare measure and not an educational issue. It forms just one amongst host of other responsibilities taken up by the Ministry of Social Justice and Empowerment, such as issues pertaining to scheduled castes and scheduled tribes, women and people with disabilities in general. Children with disability form just one of the categories of people who were grouped together as
‘Disadvantaged Groups’. This group comprises of a variety of people with diverse needs and those with disability are seen primarily as requiring rehabilitation with education forming a small part of overall rehabilitation scheme.

The Ministry of Social Justice and Empowerment provides assistance through grant in aid schemes to voluntary organizations and these could cover education if applied for Assistance up to 90% in urban areas and up to 95% in rural areas is provided for setting up special schools and other service delivery programme for education.

A recent survey of organizations working for the disabled shows about 2,456 NGOs and 1200 special schools (GOI.1994). It is also documented that 10% of the people with disabilities are covered under the Government Grant’s in Aid Schemes leaving a major chunk of services to be provided by Voluntary agencies. This has delayed putting the issues of disability on the National agenda. So there have been contradictions in the government ideologies and conceptualization as far as education of disabled child goes, some major issues have been dealt with imagination and quite a few initiatives for school going children with disability have been tried with some being successful and some being unsuccessful in it’s attempt.

1.8.1(b). **India’s Participation In The’ Global Arena’ In The Field Of Inclusive Education:**

India is a signatory to the 1990 United Nations Declaration on Education for All (EFA) which reaffirm the rights of all children including children with disabilities to access education in regular school settings and to the Biwako Millenium Framework for Action towards an inclusive, barrier free d society for rights based society for persons with disability, the Declaration on full Participation and Equality of People with Disabilities in Asia Pacific Region. India also subscribes to the philosophy of 1993, UN Standard Rules on the Equalisation of Opportunities for persons with Disabilities and the Salamanca Statement and Frame work of Action (1994). This perhaps set out in concise terms for the first time the concept of inclusive education as one needing global consensus and urged all ‘Governments to adopt as a matter of law and policy the principle of inclusive education and emphasized that ‘children with special needs must have access to regular schools’. 
The Normalisation Principle of Wolfensberger had much earlier placed focus on the person with disability and the slogan ‘change the environment to suit the child not the child to suit the environment’ became a well known quote.

In perspective of this, there was a major shift in recognition and conceptualization of Integrated schools to one which was more Inclusive. In December 1995 the Government of India passed a bill in Parliament called ‘The Equal Opportunities, Protection of Rights and Full Participation Bill for Persons with Disability’. Or The Disability Act of 1995.

This bill very specifically mandates (Chapter V on Education) that every child with disability should have access to free and adequate education. The principle areas of rectification have been identified and the major focus is on lack of a specific mention of services to those doubly handicapped by poverty and disability.

A Draft National Policy for Persons with Disability was circulated on 15th June 2005, requesting comments from stakeholders. In recognition of the fact that one model of education may not be suitable for such a diverse population as in India and the diverse needs of persons with different kind of disability or learning difficulty, the policy covers a wide range of educational options. These are: Special education, distance education, itinerant teacher models, remedial teaching, home based, CBR model, home based education, education through an open learning system, alternative schooling, etc. Many specialized and national as well as state level institution have already been established to advise and assist the ministry and the one pertinent to intellectual disability in National Institute for Mental Handicap (1984).

1.8.1.(c). The Legal Aspect In India:

The Constitution of India does not explicitly include children with disabilities in the provisions made for education. However, the Article 41 does mention people with disabilities and says in part ‘the State shall within the limits of its economic development make effective provisions for securing the right to work, and to public assistance in cases of unemployment, old age, sickness, disablement and in other cases of undesired want’. It does not mandate the free and compulsory education as a fundamental right and is merely a directive principle to guide the state policy. The Article 45 does rectify this by stating that free and compulsory education should be
provided for all children until they complete the age of 14 years. However the ‘ALL’ is not specifically explained.

The most recent 93rd amendment to the Indian Constitution passed in December 2001, affirms the Government’s commitment to EFA or Education for All. In Sanskrit it is Sarva Siksha Abhiyan (SSA). The preamble explicitly states that this includes children with disabilities. The policy aims at all children in the 6-14 age group being able to complete eight years of education. By 2010 the SSA gives importance to early childhood care and education and appropriate intervention for children with special needs and also makes special reference to the girl child. The positive factor is the change incorporated in the Education Act and by its clarification that the term: ‘All’ includes children with disabilities.

On 21st March 2005, the Hon` Minister of Human Resource Development in Rajya sabha presented a comprehensive statement on the subject of Inclusive Education of children with Disabilities and all kinds of Learning difficulties.

1.8.1(d). Persons With Disability And UN Convention:

The UN Convention on rights of persons with disability in January 2005, non state parties unpresendented participation rights in the discussion of the convention at the level of UN. However it is important to understand that Convention on Disability Rights was required despite other Human Rights instrument already existing because the earlier conventions had not addressed the concerns of persons with disabilities themselves. It is also recognized now that the earlier conventions had not addressed the concerns of the disabled people. It also recognized now that the earlier Disability Rights conventions such as the Standard Rules on Equalisation of Opportunities for persons with Disabilities had confined themselves to what is called ‘soft laws’, which have only a persuasive value. The fact is that the Disability Movement Internationally has far outgrown the protective ideology which finds expression in the conventions of 60s such as Declaration of Rights of people with Disabilities and the Declaration of Rights of persons with Mental Retardation. The convention also presents a unique opportunity to examine the dichotomy brought into existence by earlier conventions on civil –political and socio-economic rights and to move on to foster individuality of human rights (Amita Danda. UN Convention Consultative Meeting).
1.8.1.(e). Constraints To Inclusive Education:

A major hurdle in the field of Inclusive education is the lack of Statistics on the prevalence of Intellectual Disability or Children with Learning Difficulties or Specific Learning Difficulty (SLD/ SpLD).

Another problem is the large number of students in most schools except the elitist ones. The education for poor and even the one meant to cater for the middle class may still be wanting in it's quality. Disparity still exists in education of the average mainstream learning institution and the one meant for poor students, one between urban education and rural education, mainstream education and what may be given out as free and inclusive education to the children with any kind of disability or learning difficulty.

1.9. LACUNA IN THE AREA OF SPECIFIC LEARNING DIFFICULTY (SLD/ SPLD):

It is to be noted that so far the Constitution of India, various Acts and National Policies, mention the terms ‘handicap’ be it Mental or Physical or they choose to apply terms like ‘Mental Disability’ or ‘Physical Disability’, in reference to integration / inclusion or proposal for provision for the same. No where the term of: ‘Specific Learning Difficulty’ has been mentioned.

It is further to be elaborated that of the terms ‘handicap’ and ‘disability’ are to be used with caution as the educable students with learning difficulty may not have a disabling condition as such. The term ‘difficulty’ emphasizes a difficulty that may not be a permanent state of affair. The child/student learn certain special methods of learning that enables him or her to be at par with his/her more able peer, who do not have any manifest learning difficulty. The term: Specific Learning Difficulty (SLD/ SpLD) is a term widely used in United Kingdom, whereas, in US it may still be referred as: ‘Learning Disability (LD)’.

Pumfrey and Reason (1991) indicate that the term Learning Disability (LD) is used in USA to refer to problems similar to those described in UK as: ‘Specific Learning Difficulties (SpLD). They also suggest that there are several definitions of SpLD, LD and Dyslexia drawn on in UK, the USA and other countries. The definition issued by
the National Joint Committee for Learning Disabilities (1981) is the definition schools and SENCOs in UK refer to: ‘Learning Disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous dysfunction and may occur across a life span. Problems in self regulatory behaviours, social perception and social integration may exist with Learning Disabilities but do not by themselves constitute a learning disability. Although Learning Disabilities may occur concomitantly with other handicapping conditions (for example sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences’.

This Learning Difficulty is not indicative of a person’s intelligence level. It is believed that people with SpLD may encounter problem performing specific skills or tasks in regular classroom if left to them in a conventional teaching-learning process. Research has shown that right kind of intervention advanced in regular classroom (without much addendum) can bring about changes in performance and attainment levels of children with SLD/SpLD. Though the processing disorder of the individual cannot be cured, with proper interventions these individuals go on to succeed not only in schools but go on to be successful later in life.

Specific learning Difficulty is an umbrella term that includes a whole range of learning difficulties that may also be regarded as Developmental Disabilities. It was considered up until a few years ago that Dyslexia and Specific Learning difficulty (SLD/SpLD) are synonymous. This was primarily due to the identified cases and their large occurrence among children who were considered as below average learners.

The present range of SLD includes children with: Dyslexia, Asperger Syndrome, Tourette Syndrome, Attention Deficit Hyper Activity Disorder, Autism etc.

Although dyslexia is accepted today as an official category of specific learning difficulty, there is a debate continuing still among educators over the necessity to categorise this group of children as children with learning difficulties.
Of all the types of SLD, dyslexia is quite common in average classrooms. The individuals who have Dyslexia may not have any manifest disorder. They may have a deficit in their neurological system that plays havoc with their processing system. However these individuals may have average to above average intelligence. In spite of their high IQ these individuals often remain under performers in educational set ups, as they are unable to follow the general method or learning matter as available in general classroom.

Research shows these individuals often get over their difficulties and can perform at par with their more able peers if they are taught in a way they understand. This often entails an individual attention and following certain methods that help them to get over their difficulties. It is important to note that Dyslexia is a difficulty that primarily occurs in conjunction with 3Rs: that is reading, writing, arithmetic. Thus ‘Dyslexia’ is an umbrella term which includes many difficulties. Dyslexia though means difficulty with reading. Dysgrapha means difficulty with writing. Dyscalculia means difficulty with mathematics. Dyspraxia or motor difficulty also falls under the same group. Thus it is notice again due to a large number of children have reading deficit the whole range of difficulties became synonymous with the term ‘Dyslexia’.

Dyslexia can not be considered as a qualitative disease, but as a syndrome. Syndrome stands for a range of symptoms on which dyslexic subjects experience some relative, quantifiable difficulty. At present many theories of dyslexia exists. However, many dyslexia researchers agree that dyslexia is a type of learning disability, affecting specifically language and reading skills, more than math skills or motor problems. It is important to bear in mind that though dyslexics exhibit quite a variety of different symptoms, they seem to experience deficits in certain skills (phonological and reading), than the general population at large. Therefore the current, denomination of dyslexia as a reading difficulty is in vogue.

1.9.1(a). Tracing The History Of Dyslexia:

The concept of Dyslexia has a quite a bit of history than need to be discussed.

Interest in people with reading difficulties, began in 1878, with Adolph Kussmaul, a German Neurologist. He introduced the term ‘word blindness’, to describe the inability of reading, in spite of having normal vision. From then on, medical
practitioners started using the term ‘word blindness’ regularly to describe any kind of ‘reading problem’. This phrase, also had a ‘neurological’ connotation attached to it.

The German Ophthalmologist: Rudolph Berlin was the first person to replace the term ‘word blindness’ with the term `dyslexia’, in 1887.

The next leap in the history of dyslexia can be traced to a report that appeared in the ‘Lancet’ medical Journal by Dr Dejerne. He reported the case of a patient, who after suffering a severe head injury had lost the ability to read. A medical hypothesis emerged following this report, that those who had reading difficulty must have sustained head injury at some point in their life.

Dejerne’s work reinforced the conclusions of Kussmaul, that reading difficulty has underlying neurological deficit. This conclusion was however based on a hypothesis and not based on scientific research – study. This kind of reading difficulty due to severe head injury or post-brain surgery would be referred in the present day as ‘acquired dyslexia’.

The history of developmental dyslexia (dyslexics born with dyslexia as opposed to acquired dyslexia), began a little more than a hundred years ago.

On December 21st 1895, James Hinshelwood, an optic surgeon from Glassgow, Scotland, published an article in the journal: ‘The Lancet’ on visual memory and word blindness. This article inspired W. Pringle Morgan, a general physician, to write an article about fourteen years -old boy who could not read in the British Medical Journal on the November of 1896. This is considered as one of the first report about congenital word blindness, if not the very first. In this sense, Morgan is recognized as the Father of Developmental Dyslexia. However, in spite of the title of Morgan, Hinshelwood was the ultimate founder and sponsor of the study of dyslexia. Hinshelwood published a series of articles and reports in the medical press and suggested the congenital nature of dyslexia. In the series of articles he published between 1896-1911 and specifically in 1917, the emphasis was on the congenital nature of the difficulty and to uncover the underlying biological causes of the same.

One of the most important figures in the history of dyslexia was the American Neurologist: Samuel Torrey Orton, who between 1925-1948, brought about a
significant evolution in the concept of dyslexia. He first correlated delay in learning to read with other factors such as left-handedness and even left-eyedness. He observed large amount of writing errors that were due to inversions of either isolated letters or letters or letters in words (eg. b for d, was for saw). These observations made him emphasise terms such as: ‘Strephosymbolia’ or twisted symbols theory, which focused on reversal errors. He was successful in highlighting the genetic nature of the difficulty. Orton suggested that dyslexics had a deficient visual perception of letters, possibly due to a brain malfunction in central hemisphere dominance of one occipital lobe over the other.

Orton showed the path that was to be soon followed by Psychologists, Sociologists and Educators. Prior to this, ‘Dyslexia’ was a field exclusively for medical professionals. In contrast to the biological and genetic nature of dyslexia suggested by medical practitioners, psychologists, educators and sociologists started to delve into the environmental aspect of the difficulty (e.g. educational methods). Many psychologists began to analyse dyslexic abilities and disabilities. Cyril Burt was perhaps one of the first education psychologist who delved in this aspect of dyslexia in 1913 in Great Britain. He was closely followed in his research and endeavour by the likes of: Gates, Schonnel, Vernon, Monroe, Bennett, Wall and Robinson. These studies revised the concept of dyslexia towards a multi-factorial phenomenon.

A general consensus led to propagation of very methods for teaching dyslexics. Anna Gillingham, Orton’s research associate and psychologist, and Bessie Stillman, teacher wrote a book on remedial techniques for dyslexics in 1946. The name of the book was: Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship. Their work was followed by Gillingham’s student, Sally Childs at the Scottish Rite Hospital in Dallas and even later by Aylett Cox.

In Great Britain, the study of dyslexia was not given much attention till the early 1960s. Here, Maise Holt, a psychologist at St. Bartholomew’s Hospital started teaching dyslexic children at the suggestion of Dr A.F. Franklin, a Pediatrician at the hospital. Holt was also the advisor to sally Childs at Scottish Rite Hospital in Dallas. Childs essentially followed the teachings of Gillingham and Stillman. Beve Hornsby improved Childs work. She created the famous ‘Alpha to Omega ‘method for teaching dyslexics.
McDonald Critchley, a neurosurgeon at King’s College Hospital in London was very influential in the field of dyslexia. He taught the Doyne Memorial Lecture on ‘Inborn Reading Disorder of Central Origin’. He suggested the term: ‘Specific Developmental Dyslexia’, which is due to phonological deficit.

Neuroscience and neuroanatomy regained popularity in the field of dyslexia with the findings of Norman Geswind of Harvard University. Geswind and Levity (1968), discovered an asymmetry in the area of temporal plane of human brain, an area which is essentially linked to language. It was fund out sixty-five percent of normal brains had this area larger in left hemisphere than the right, while in twenty-four percent this area is similar in size in both hemispheres. This finding, later on led to the famous theory of the relationship between the asymmetry in the temporal plane and dyslexia. Geswind also introduced theories relating to the immune system, left-handedness, left-eyedness, as well as pointing out the larger proportion of males versus females affected by dyslexia (Geswind and Behan, 1982).

1.9.1(b). Transition From Medical To Educational Perspective In Dyslexia:

It was in mid 20th Century, that children with Specific Literacy Difficulty (SpLD/SLD), came to be no longer considered to be under the jurisdiction of Medical Science. Research in Education and Psychology began to widen the concept of child development and hence influence the understanding of ‘developmental dyslexia’. The hugely expanded knowledge base, helped to redefine origins of childhood learning difficulties and how to manage these difficulties. Childhood difficulties were now more commonly recognized as being within the confines of education.

Psychology had helped to broaden the perspective on childhood learning difficulties. Educational psychology had now emerged as an independent branch of Social Science. The renewed importance of educational psychology further emphasized the educational perspective of Learning Difficulties.

It was not till 1970 s, that assessment of Intelligence Tests, were assigned to Educational Psychologists. In UK, in 1978, Warnock Report for the first time inquired into the specific educational needs of children with learning difficulties.
This shift in mindset regarding learning difficulties and its educational perspective led to development of various specific educational programmes not only in UK and USA but all over the world. Some of the educational programmes for children with learning difficulties are described in the following pages.

1.9.1(c). Development of Educational Programmes for children with Learning Difficulties:

Before twentieth century, many children with learning difficulties were often considered to be unteachable. Historically, this can be seen as in the two medical classifications of children at the time as being educationally subnormal and severely subnormal. The term ‘uneducable’ was sometimes used to describe children with severe learning difficulties and unable to benefit from the education system prevalent at that time.

As the wealth of knowledge regarding the means and procedures of how children learn grew, it was recognized that previously considered uneducable children, could actually learn at their own pace. New teaching strategies were devised and educationalists began to play prominent role in the management of childhood learning difficulties.

Outstanding work in this field was done by Anna Gillingham and Bessie Stillman, who for the first time published the first time ever: teaching methods devised specially to help children with reading difficulties, which included children with dyslexia. Their approach advocated a multi –sensory method based on analysis of language. A phonic based visual, auditory and kinaesthetic approach to teaching of reading formed the base of this method. In this method children were asked to say a word aloud, then were shown how to write it. They were also shown how to listen to the word and finally they were asked to model the word by using modelling clay. Publication of this work led to advancement of the phonological aspect of reading. This method is still practiced in many schools even today and is called the: Gillingham –Stillman method’.

In 1968, a controversial teaching method for children with learning difficulties advocated by Doman and Delacato, began to receive international attention. The ‘Doman-Delacato method’ also known as ‘patterning’, was based on hypothesis that
the brain of a child with learning disability, has missed out on some of the normal neurological developmental stages. Failure to pass through one of these stages, can result in problems in physical mobility, leading to problems in language and communication.

The ‘Doman-Delacato method’ consisted of a series of exercises that included motor activities, such as crawling, balancing and stretching limbs. The whole idea was to replicate the neurological stages of development that these children were thought to have missed. The activity was to take place daily for 7 days a week and was to continue for a year (12 months). Doman and Delacato, believed that at the end of the whole programme, children regain their normal hemispherical dominance. This, they termed as ‘full neurological organisation’.

Unfortunately, the educational methodologies of Doman-Delacato were severely criticized by experts all over the world.

Despite the criticism, Doman and Delacato set the ‘Philadelphia Institute for Achievement of Human Potential. They have allows establishes branches of the institute in many countries of the world.

Doman and Delacato’s original claim that abnormalities in cerebellum might be responsible for learning difficulties received support from Nicholson and Fawcett in 1995. Denison in 1981 developed further methods in helping children with learning difficulties based on the theory that dyslexic children had neurological deficits.

1.9.1.(d). Growth of Centres for Dyslexic Learners in UK and USA:

A Red-Letter Day in the history of Dyslexic education was in the year 1963, when the ‘Invalid Children; Aid Association (ICAA), established the ‘Word-Blind Centre for Dyslexic Children’, in London. ICAA, was one of the first institute to conduct research into the causes of dyslexia. The research initiated by ICAA, enthused stalwarts in the field like: Snowling, to carry out pioneering work about ‘the significance of ‘phonological processing in dyslexic individuals’.

In USA, the establishment of Orton Dyslexia Society in 1967 was a landmark victory for the cause of dyslexics in that country. This organization was singularly
responsible for the subsequent awareness about dyslexics in USA. The original name of the Society was later on changed to the present day: International Dyslexia Association.

In UK of the present day well known organizations, British Dyslexia Association and formerly Dyslexia Institute now known as Dyslexia Action is still carrying on pioneering work in the field of promoting needs of dyslexic children as well as training of specialist teachers.

1.9.1.(f) Important Centres for Dyslexic Learners in India:

In India pioneering work in the field of dyslexia did not happen till the 1990s.

Madras Dyslexia Association (MDA) was set up in Chennai in 1991 to help children with dyslexia and train up specialist teachers. It started as a centre for spreading awareness on dyslexia and helping out schools to set up centres for helping dyslexic children. It was in 1995, that a full –time centre: Ananya was set up. They are recognised today by the state Government of Tamil Nadu for their pioneering work. It has now matured as a nationally and internationally well recognized centre.

Chennai also has another very well recognized centre for dyslexics: Alpha to Omega.

In the south of India, in Bangalore one needs to mention the contribution of NIMHANS for their assessment of dyslexia.

In Bangalore, Promise Foundation’s work for the dyslexics as well as for the development of linguistics and education is widely acclaimed in India and abroad. They have researched in to various languages of India and still carry out pioneering work in this field.

Another centre in the west of India, well known for their path-breaking work in the field of dyslexia in the state of Maharashtra is: Maharashtra Dyslexia Association (MDA). This centre was set–up in Mumbai in the year 1996. MDA, has three centres in Mumbai and they are carrying out pioneering work in diagnosis and remediation of dyslexia. They have a well recognized Teacher –Training centre and are working at par with Maharashtra Government in spreading awareness and empowering the teaching community regarding dyslexia. MDA also has a ‘Research Unit’, that
undertakes research projects for development of appropriate teaching and assessment material suitable to Indian and regional children. They are the partners of International Dyslexia Association (USA), as well.

In the north, in Delhi, well some well recognized work is going on for the cause of the dyslexic children.

In the East, centre like Manovikas Kendra have carried on awareness and training work in the field of dyslexia. They have also carried out research – projects in the field of dyslexia. Although, this centre has done pioneering work in the field of dyslexia, there is still need for expanding the horizon in this area in Eastern India. Individual experts and their work in the field of dyslexia in Kolkata carries on, however there is an urgent need to address the need of the sizeable dyslexic population in the state.

1.9.1.(d). Theories Of Dyslexia:

After the 1970s, theories of dyslexia based on newborn disciplines such as cognitive psychology and neuroscience stole the spotlight and provided the most compelling results.

After 1970’s theories of dyslexia switched gradually from visually to linguistic explanations of the disorder.

Theories of dyslexia received a noticeable thrust under Uta Frith. Firth in 2002, suggested that the definition and explanation of dyslexia can be better clarified with a casual modelling framework involving three levels of description – behavioural, cognitive and biological.

Firth, suggested in 2002, that dyslexia is a neuro-developmental disorder with a biological origin and behavioural signs which extend far beyond problems with written language. Firth at this point made an important observation, that at three levels interactions with cultural influences occur. According to Firth, these influences have a major impact on the characteristics of dyslexia. Thus, she confirmed a fourth element that is the environmental aspect. Dyslexia is considered as contextual, that is it means that, it is feasible that adaptations to the learning and environment, and how the task is
presented and assessed can make a major significance to the learning experience to the individual learner.

![Diagram](image)

**Figure 1.1: Basic causal model as produced by Firth (1995)**

The causal modelling framework (Firth, 1995), is a reminder that each of these factors are not mutually exclusive but on the contrary they overlap and play significant part in influencing the development of the other aspect.

**a). Biological Level**

i). Genetic factors

Research activities of Gilger et al (1991), estimate that the risk of a son being dyslexic if he has a dyslexic father is about 40%. This work focused on the inheritability of reading sub skills and particularly the phonological component. Castels et al found a strong heritability among `phonological dyslexics. Olson et al also found a strong heritability factor for both phonological decoding and orthographic skills. According to Leppanen et al (1999), genetic factors are linked to dyslexic; and this could lead to early identification. However, Reason (2002) suggests educational psychologists are not in a position to carry out any formal neurospecific
diagnostic procedures or genetic analyses. They can hypothesise about the influence of specific factors within these domains. They may also observe signs such as heredity patterns that they suspect may be indicative of hypothesised neurological or genetic factors. Teachers can also look out for the tendencies among members of the same family who may share dyslexic characteristics.

ii) **Neurological factors**

Technologies such as positron emission tomography (PET) and magnetic resonance imaging (MRI) are increasingly used to observe the active processes within the brain as well as their structure. As a result, studies have shown that in phonological and short-term memory tasks, people with dyslexia would likely display less activation across the left hemisphere as compared to normal learners.

Brunswick et al (1999) researched on PET scans and reported that there may be a processing difference indicating some deficit in the left-hemisphere processing among individuals with dyslexia.

Paulesu et al (1996, 2001), that current dyslexic theories favour a neuro-cognitive explanation. Thus it means that people with dyslexia may have microscopic cortical abnormalities in the form of cortical ectopias and dyslamination of cortical layers.

It was also suggested by these experts that there is a casual link between brain abnormality and reading difficulty due to phonological processing deficits.

According to Reid, G (2007): This also implies that these factors can be noted universally irrespective of the language used in the country although they do suggest that in languages in transparent or shallow orthography, such as Italian, learning to read is easier than in languages with deep orthography such as English and French, where, they suggest the mapping between letters, speech sounds and whole word sounds is often ambiguous.

Paulesu et al (1996, 2001) also suggests that visual and auditory deficits are associated with dyslexia. The association of visual and auditory deficits with dyslexia implies dysfunction of the magnocellular system of the brain.
Stein et al (2001) supports the view, that `magnocellular deficit hypothesis is associated with dyslexia as a result of an abnormality in the neural pathway of the visual area.

`In relation to dyslexia and visual difficulties Stein (1994) and Stein et al (2001; Stein, 2002) have also highlighted convergence difficulties and binocular instability as factors that could affect the stability of visual stimuli when reading.’

Stein’s view on the role of magnocellular system appears to implicate aspects of various complementary theories such as cerebral immaturity as propagated by Fawcett and Nicholson in 2001 and deficits in essential fatty acids as propagated by Richardson in 2002.

iii) Hemispheric Symmetry

According to Geschwind and Galaburda(1985), the difficulties in processing information shown by people with dyslexia are due to structural differences between the hemispheres and this likely develops in prenatal period. According to Knight and Hynd (2002), misplaced cells may be present in some areas of the cortex, which is usually cell free. Galaburda and Rosen (2001), these misplaced cells may be found predominantly in the left hemisphere, which is predominantly associated with language. It was also noted that there was a difference in primary visual and auditory cortex, where differences in neurons and patterns of cellular symmetry can also be noted.

This in turn provides a neural explanation for the visual, auditory, sensory and perceptual difficulties that researchers like Fitch associate with dyslexia.

Wood (2000) puts forward the opinion, that reading is concerned with translating stimuli across all modalities and that fluency is the key factor in reading acquisition. According to him, the role of visual cortex in reading which is multimodal will accept input both from auditory and visual modalities. Brain, according to Wood, is high in visual spatial skills, which helps individuals to understand information with high phonetic complexity. Wood therefore places a lot of importance on brain and even claims that it plays a significant role in learning, more than it gets credit for.
iv). Motor factors

Nicholson and Fawcett (1999), have shown cerebral immaturity may be implicated with dyslexia viewed from a broader framework and may be involved in acquiring language dexterity as well as movement and balance. Many studies have highlighted the fine motor and gross motor experience of dyslexic children. It is also believed by many practitioners and researchers, that strategy recommended for dyspraxic children often benefits dyslexic ones.

b). Cognitive and processing dimensions:

Reason (2002), opined that it is important that cognitive skill deficits / delays are separated from observed behaviours (i.e. the characteristics of dyslexia) because these cognitive aspects can only be inferred. Cognitive factors such as memory and speed of processing difficulties can be noticed by the class teachers in relation to the learning strategy and progress made by the learner.

Attken observation of these two factors can lead to a possible change as per the need of the learner in the curriculum and in the lesson plans.

Researchers and educators have highlighted some of the significant cognitive factors that can be influential in relation to dyslexia.

i). Phonological processing:

An important study but Hagtvet(1997) and Lundberg (2002), shows that a phonological deficit at the age of 6 years is the strongest predictor of reading difficulties. Speech rate is also known to be strong predictor reading difficulties. This opinion is supported by Hatcher and Snowling (2002) and Muter et al (1997). Muter (2004), further adds that ‘in response to the overwhelming evidence that phonological processing plays such central role in the reading acquisition of normal and disabled learners , there has been a strong impetus to develop both assessment measures of phonological skill and also intervention procedures that specifically train up phonological awareness.’

In this connection, Snowling (2000), considers a specific hypothesis, that deficits in dyslexia is in the way in which brain codes or represents the the spoken attributes of words. Thus it is reiterated that dyslexic readers have poorly specified phonological
representations. This cognitive deficit has a number of consequences, not always directly related to literacy problems that are typical traits of dyslexia. The lists of consequences are as following: limitations of verbal short time memory, naming difficulties and poor repetition ability.

Wolf (1996) and O’Brien (2001), emphasizes the ‘double- deficit’ hypothesis. This hypothesis indicates that dyslexic individuals can have difficulties with both phonological processing and naming speed.

The evidence Badian (1997) put forward for a triple deficit hypothesis implying that orthographic factors involving visual skills need to be included in the hypothesis.

ii) Metacognition

Tunmer and Chapman (1996), have shown how dyslexic children have poor metacononitive awareness, and how this leads them to adopt inappropriate learning behaviours in reading and spelling. It is important to examine the processes that the child used in order to obtain response. There is a possibility that these steps taken to complete the tasks may be inefficient and ineffective.

iii) Automaticity

Difficulties in automaticity imply that dyslexic children may have difficulty in consolidating new learning. In appropriate learning strategies stay stuck with them and to change these strategies may pose to be a difficult task.

Fawcett and Nicolson (1994), holds the belief that, dyslexics have difficulty in acquiring automaticity but in many cases they are able to mask this deficit by working harder. Thus according to them, the twin hypothesis holds true for dyslexic individuals that they incur automatisation deficit and conscious compensation hypothesis. However, it is to be noted that compensation for the automaticity deficit by working harder by the dyslexic individual may not always be possible due comorbidity of other deficits or learning difficulty etc.

c. Behavioural level

Performances in reading and spelling are directly observed behaviour that reveals characteristics of dyslexia. A word spelt incorrectly or a piece read in accurately may
be due to a number of environmental factors, such as the classroom environment of the learner or the social and cultural factors that may have a significant influence on the learner. However, behavioural level refers to the educational factors that may influence a learner in his/her learning task.

i) Phonological Awareness and Multisensory Programmes

In educational environment there has been considerable activity in the study of phonological awareness in relation to dyslexia. This in turn is reflected in the number of phonological; assessment batteries and phonological teaching programmes being developed.

Wise(1999) and Adams(1990), both support the theory that combining phonology and whole language approach towards a remedial programme for reading should be considered with a great deal of importance. Nation and Snowling (1998), have highlighted the view that supports the above postulate that indeed poor readers rely more on comprehension than good readers. A whole language approach is therefore very important and as important as a phonological awareness programme.

i). Right Hemisphere Processing

West (1997), further used Galaburda’s research to show that dyslexic people are right-hemisphere processors and can actually be at an advantage in some situations. He also insisted that transmission of knowledge and understanding is increasingly becoming visual and that those with well developed visual skills can be at an advantage in acquiring the visual language of knowledge. Gardner and his theories of multiple intelligence have highlighted how different individuals differ in their strengths and these can be further utilized to develop learning strategies as per the strength of a child with or without dyslexia.

d). Environmental Factors

According to Reid (2007), ‘The environment is influential at all stages of the Morton and Firth (1995) model. The model is interactive, which means that all components of the model- neurological, cognitive and behavioural are interacting with and influence each other.’
By environment one implies the social and cultural factors that influences the learner in a learning environment. However, the term is inclusive of classroom environment, the school and the education authority. The individual learning styles of the learners as well the policies of the school authority and the training opportunities of the staffs all goes to influence the learning environment and ultimately how a learner will perform.

According to Nicolson, the stage is set for undertaking ambitious, muti-disciplinary, muti-perspective projects aimed at redefining the field of dyslexia and learning difficulties as the field of learning abilities.

Over the last decade there has been a significant leap in the teaching method, strategies of learning and resource material of dyslexics and individuals at risk of reading failure in countries like UK, USA, Canada, New Zealand etc. A series of legislative measures in these counties have empowered and aided individuals with dyslexia, with learning difficulties and other learning difficulties. Efforts have been made to do away with discrimination and to bring in equality in educational opportunities and also to realize the educational rights of individuals with learning difficulties across the globe.

1.9.1.(e). Concept Of Dyslexia As ‘A Difference In Learning Style’ Rather Than A Deficit:

Dyslexia has always been a subject of research as a ‘deficit’ and has delved into the causes of cognitive weaknesses and neurological deficits. In 1980’s, a new idea of ‘dyslexia as a difference in learning style’, gained ground with the publication of Howard Gardner and his theory on Multiple Intelligence’. According to Gardner, intelligence was expressed in different ways and ‘linguistic ability ‘being only one of the 7 main abilities’. He is also of the opinion that one should not expect children to be experts of all the 7 type of abilities.

The work of Galaburda supported the view of Gardner to a great extent. In performing autopsies on dyslexic brain, Galaburda discovered that there was a superior development of the right- hemisphere in all these brain. As the right- hemisphere is associated with creativity and visual processing. A direct implication of this finding of
Galaburda was that dyslexic people were likely to be more creative and use their visual-processing ability than the rest of the population.

Silverman and Freed demonstrated how with specifically designed programmes to develop `visuo-spatial ability of thinking', individuals could make excellent progress in ‘literacy skills’.

West, too, supported the view that ‘dyslexia as a difference in learning rather than a deficit’. West opined that dyslexic children were ‘visual thinkers’. This also supports the theory that dyslexic children are exceptionally creative.

Solity, rather than entering the debate on ‘difference or deficit’, supported the view that children with literacy difficulty were probably had a deprivation of appropriate learning experiences in the social life. He laid more importance on the environmental factors of a child with reading difficulty. Solity, advocated appropriate remedial teaching measures should help these children deprived of suitable learning experiences in their life.

Solity’s research-based theory, has upheld the view that appropriate teaching methods can improve the reading performance of the dyslexic child, irrespective of the cause of the reading difficulty.

At the present point in time, dyslexia is considered as a: ‘learning difficulty’. However, still some experts are of the opinion that dyslexia is a ‘difference’, rather than a ‘deficit’. Today in the 21st Century, dyslexia is considered for a topic of research in both medicine and in education. Experts in medicine and psychology are collaborating regarding research of its origins and management of dyslexia. Although medicine plays an important part in research of dyslexia, showing the cause lies within the jurisdiction of biology and neurology and most importantly its remediation continue to be in the field of education.

1.9.2. Legislation And Empowerment: A Bird’s –Eye View Of The World Scenario:

Since the Salamanca Statement (1994), there has been a considerable thrust towards equality in education throughout Europe. This trend has also been noted throughout
Europe. Educational philosophies that relates to Inclusive Education, parental involvement, equity and student advocacy in USA, Canada, Australia, New Zealand etc.

The Salamanca statement (UNESCO, 1994) paved a powerful path on the road to educational equality and inclusive policies. The statement indicated that: Schools should accommodate to all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions many children experience learning difficulties and thus have special educational needs at some time during their schooling; Schools have to find ways of successfully educating all children including those who have serious disadvantages and disabilities emerging consensus that children with special educational needs should be included in the educational arrangements made for the majority of children. This has led to the concept of inclusive school.’(UNESCO, 1994)

This kind of official declaration has motivated Government across the globe to reform education system; however implementing theory into practice is another matter.

a). England and Wales Code of Practice: Implications for parents

One of the most important pieces of legislation in England and Wales in relation to meeting the needs of children with dyslexia is the revised Code of Practice (2001). The Code of Practice indicates that if a dyslexic child has needs that cannot adequately be met, there may be a requirement for a statement of educational needs to be framed so that the child’s interests are protected.

The Code of Practice recognizes that all parents of children with special educational needs should be treated as partners and should be empowered to play a full and active role in their child’s education. This also means that the LEA will provide them with information advice and support during assessment and any related decision making process about special educational provision. (Code of practice, para 2.2).

The original Code of Practice (1994) provide for five stage assessment process with the first stage highlighting ‘a cause for concern’. The revised code indicates that all children should be monitored and their needs looked in to and provided for within the system of inclusion. Differentiation in classroom practices and teaching tools have
been seen as an implicit and fundamental, so as to ensure full participation of children well within the school curriculum. This approach presents a considerable responsibility on the teachers. The Code thus places a lot of emphasis on: assessment, planning, reviewing, grouping for teaching purposes, additional support if appropriate, the curriculum and teaching methods.

b) Special Educational Needs and Disability Act

The Code of Practice is part of Special Educational Needs and Disability Act (2001)-SENDA. This Act is an amended form of the Disability Discrimination Act (1995)(DDA) that was revised to cover education. The Act provides greater power to the Special Educational Needs Tribunal and places a duty on LEA to provide and advertise both a PPS and conciliation arrangements.

‘Disability’ and ‘discrimination’ are key words in the Act. The Act states that schools cannot discriminate against disabled pupils (the definition of ‘disability’ is very broad and dyslexia can be seen in terms of the Act as a disability) in all aspects of school life, including extra-curricular activities and school excursions.

This act, claims to incorporate parents as partners in the education of their children. This holds a special meaning for parents of children with special educational needs, as the new provision helps parents to remain informed about the provision for their children.

Parent partnership schemes

In England and Wales LEAs are required to set up Parent Partnership Schemes (PPSs) on a statutory basis. The PPS aims to provide a range of services for parents whose children have a special educational need (SEN).

Pugh (2003), opines that PPS can help parents to understand the system and kind of provision and in certain cases can even help Parents to influence Local Educational Authorities to bring about an outcome conducive for education for the vulnerable population.
b) Legislation in Scotland

Scotland has always had a policy of easy approachability of parents of children with learning difficulty to the politicians. In 1999, when Scottish Parliament was convened, many collaborative efforts emerged which ultimately led to good educational policies. In 1995, Fife Local Educational Authority developed a policy for dyslexia called partnership –Parents, Pupils and professionals. The need for parent –educational institution partnership was recognized by the educational authority. An audit conducted by Reid et al. 2004, found out that all educational authorities made arrangement for involvement of parents in Scotland. The auditors found out some excellent examples of liason with parents and school authorities at the pre-school stage.

The disability discrimination legislation passed by the UK government applies to Scotland but not the code of practice. The Educational Bill passed in September 2005, aimed at increasing coordinated Support Plans (CSP s). This bill does require LEAs to identify and support children’s needs including those under the age of 3 years or not yet in nursery or schools. The identification and support process should involve other agencies, if appropriate such as health authorities and social work services.

The Bill further recognizes the parents needs need to be provide with information on identification and support particularly since the Bill does acknowledge that it is not practical to have a uniform system throughout Scotland as LEA s work in different ways with local arrangements and provisions for young learners with learning difficulty and thus with a requirement for additional support in education in liaison with the parental cooperation.

c). Legislation in Republic of Ireland

A major initiative in the Republic of Ireland was the report of the Task Force on Dyslexia (July 2001). The report said of parents:

‘The vast majority of submissions came from you, parents, who have first- hand experience of the learning difficulties arising from dyslexia that are experienced by your children. We thank you for your contributions: we have read your comments carefully and we recognize the complex nature of your experiences and your needs.’
This report has made 61 recommendations and provides an informative appendix showing indicators of earning differences including those related to dyslexia for different age groups: age 3-5 years, 5-7 years, 7-12 years and over 12 years. The report was translated into practice and there has been evidence of this happening in May 2002, when the Minister of Education and Science introduced new measures to ensure that some of that some of the recommendations are carried out. The measures included the introduction of the first ever on-line training for teachers working with dyslexic pupils, the appointment of 10 new learning support trainers and substantially improved levels of teaching support for children with dyslexia by reducing the pupil – teacher ratio in special classes for dyslexia to 9:1.

In an address by Minister for State at the 29th Annual Conference of Irish Learning Support Teachers Association in Dublin. The Minister indicated that the government aimed for greater cooperation of North and South of Ireland, which greatly increase the production of resources for dyslexics.

d). Legislation in USA

One of the most influential pieces of legislation that has potential impact on parents and on dyslexics has been the : No Child Left Behind Act (2001c).It is seen as a landmark on educational reform in USA and is designed to improve the student achievement and change the culture of American schools. President George W. Bush described the law as: ‘the cornerstone’, of his administration. It focused on 4 major areas: i) accountability, ii ) an accountability for results , iii) an emphasis on doing what works based on scientific research; expanded parental options and expanded local control and flexibility.

The No Child Left behind Act targets resources for early childhood education so that all children get the right start. Each State must measure every child’s progress in reading and maths in grades 3-8 and at least once during grades 10-12. The education reform also requires that all school districts give parents easy to read, detailed report cards on schools and districts, telling them which ones are succeeding and why . Under the No Child Left behind Act, such schools must use their federal funds to make their needed progress.
In the event of a school's persistent poor performance, the parents have an option to opt out for better quality education to which their wards are entitled to. There is also an emphasis to claim for an educational practice which is scientifically proven. Children are therefore far accessible to high quality education, supplemental education and remedial services, if not in their own schools in a school's will to and capable of providing the same to a child in need of scaffolding services.

Therefore some of the principle features of No Child Left Behind are as follows:

i. provides more monetary help to parents and children with dyslexia,
ii. holds schools accountable for results.
iii. it provides States and cities with more control and flexibility to use resources, where they are most needed
iv. it focuses on teaching methods scientifically proven and can allow children to be transferred to a chosen better school.

e) Legislation in New Zealand

Over the last decade education in New Zealand has gone through considerable changes, which also applies to special education, which has become far more uniform than before.

The country has some very many energetic parental organizations such as: Specific Learning Difficulties Federation (SPELD) and also Learning Behaviour Charitable Trust.

SPELD has some major objectives, such as:

i. Advocacy: that is presenting submissions to government and organizing publicity/ awareness campaigns,
ii. ii) Assessment and tutoring: It means assessment and tutoring services are provided to schools and parents.

Support: It stands for providing specialist services as well as training courses for parents and teachers. SPELD also provides special courses for parents and teachers.
The Ministry of Education also encourages parental participation and a number of well established initiatives aimed directly related to dyslexia, it does underlie the principle of emphasizing the role of parents in the education process. This programme was evaluated in 2003 and the evaluation report concluded that PAFT has much to offer families and society and that PAFT parents and families have an increased knowledge and understanding of children’s learning.

Therefore, in the parents association activity, SPELD has been the principal activist in the area of awareness for dyslexia.

The latest role of specialist Resource Teacher for Learning and Behaviour (RTLB) is promising for the future of dyslexic children and indirectly for their parents.

f) Legislation in Australia

SPELD also has an active organization in Australia. It has branches in in many Australian cities. It holds awareness workshops for parents of children with dyslexia.

The Fun Track Learning Centre in Perth, West Australia, provides a range of exciting and motivational opportunities for children by recognizing and following their individual learning styles, interests, strengths and needs. The children are encouraged to be active learners, participants, goal setters and are encouraged to reflect on their learning tasks. The centre gives support and encouragement to children of ages 5-16 years. The staffs have experience to deal with co-morbidity such as ADHD, Dysexia, Visual/ Processing disorder, Dyscalculia, Dysgraphia, NVLD, Semantic and Pragmatic Disorder etc. Individual learning profiles with help of children and their parents, and other professionals through a range of diagnostic and profiling assessments.

g) Legislation in Canada

Legislation in Canada, such as The School Act (British Columbia) is very much rooted in the practice of Inclusion.

The British Columbia Confederation of Parents Advisory Councils (BCCPAC) firmly believes that parents have a significant role to play in improving the situation for students in the Public School system.
The Learning Difficulties Association of British Columbia has been very effective in assisting parents and organizing the above Parent Advocacy Training. It advocates, Orton – Gillingham approach, which is multi-sensory, structured and sequential approach used effectively in general education as well as special education, tutoring and home school programmes.

A number of thriving organizations have emerged to support parents whose children need additional tuition. Remedial Education for Adults and Children (REACH), is one such organization which utilizes Orton – Gillingham methods and offers one to one specialized teaching for children with dyslexia, teacher- parent workshops etc. The REACH learning centres help to assist individuals with reading, writing and basic language skills. Their work is seen as complimentary to the school curriculum, however it is deemed absolutely essential that the remediation is done through professionals.

The Canadian Dyslexia Association based in Ottawa uses trained instructors to run teaching sessions in Simultaneous Multisensory Teaching (SMT).

The IDA in Canada has also been doing significant amount of work.

h). Legislation in Europe

The European Dyslexia Association (EDA) has long been established in Europe It has expanded in the European community and has also taken within its fold, the newer European Community. There are 29 countries represented in EDA membership with a number of countries having more than one organization as its member.

Thus, it is noted that two factors that have a world-wide application are: Inclusion and a notion of litigation. Inclusion is a concept that requires meeting the needs of diverse groups of children within the same educational settings. To make this into a complete reality requires time, training and resources.

Although it is best avoided some of the landmark cases have been the one between the government and the parents. These on most occasions have been that of an endeavour to recognize dyslexia and to have it supported. However if law suits are the only option left for parents then also this approach needs to be taken with sensitivity.
Parents Associations, trained counsellors and psychologists can provide helpful advice. The involvements of the children are often dependent on the child’s age. However important it may be to involve the children, this needs to be done with child’s frame of mind, personal interest etc in mind.

The researcher proposes to elaborate that, ‘Children with Specific Learning Difficulty’ are a substantial number in any ordinary classroom, who may be overlooked in the absence of any manifest physical features.

When children with Specific Learning Difficulties are relegated to the back ground can add to the tremendous waste of human resource of a country. This is to be noted that in a country like India, where even in the year 2010, majority of the school teaching is aimed at the average learner who can learn the lesson without much lesson alteration. Quite naturally therefore, children with below expected performance in spite of their intrinsic capacity may get relegated to the background in an average classroom. This state of neglect and apathy can lead these students to become: ‘At-Risk Drop-Outs’. Needless to mention that this results in a tremendous waste of the educable population of our country.

1.10. SURVEY OF CHILDREN WITH SLD/SPLD IN UK: A REPORT:

In the year 2008, The University of Hull, UK, published a report that highlighted the fact that out of 1,3000 identified children who had performed poorly and were detained in their class between the year 2007-2008, about 55% were found to be: ‘Dyslexics’ or categorized as Children with Specific Learning Difficulties.

This was a significant group of educable population who were identified as Children with SpLD, specifically: ‘Dyslexics’.

1.10.1.(a) A Path Breaking Endeavour In SLD/SpLD In UK:

The Government of UK commissioned report identifying and teaching children and young people with Dyslexia and Literacy Difficulties, conducted by Sir Jim Rose, was published in June 2009. The current Minister for education has fully accepted and endorsed the findings and recommendations of the report.
The Rose Report marks an important step forward in recognition and meeting the needs of Children with Specific Learning difficulties, especially: ‘Dyslexia’ and other literacy disorders in UK.

The Reports clear and detailed recommendations comprehensively address the full range of problems (co-occurring and core difficulties) that affect these children from their earliest school days to the point where they enter the adult world. Bringing together the findings and recommendations of recognized experts in the fields into the public domain – having there port accepted at the highest government level – that means all children with literacy problems will now be provide with resources to help them overcome their difficulties before their difficulties gets more complex and affect their educational attainment and mar their future and their personal growth as an individual. To this effect, the: ‘Dyslexia / Specific Learning Difficulties Trust has now been established in UK. This trust is to ensure that the recommendations of the Rose Committee Report are implemented for the greater interest of the educable population of UK.

1.10.2. Survey (Indian Scenario):

Research in India in this area has primarily been conducted over the last two decades. According to Karnath (2000), the research is comparable to that carried out in west nearly a century ago.

Ninety million people with varying degree of disability exist in India. On an average there is supposed to be five students with ‘learning disability’ in an average classroom in Indian schools. (Sunil Thomas, Bhanutej and John 2003).

1.10.2.(a). Epidemiological Studies in Kolkata, West Bengal

A Special School / Teacher Training Unit in Kolkata carried out a survey of 21 schools in Kolkata to identify children who were retained for 2 consecutive academic years. The age group of children targeted was of 5-7 years. The numbers of children covered were eleven thousand. Of the 11,000 children identified, 3686 children had Learning Difficulty. This is was about 26% of total identified ch
Of these children with learning difficulty, 630 children had reading difficulty (33.33%), 535 children had writing difficulty (30.95%) and 675 children had mathematical difficulty (35.71%).
1.11. NEED FOR A PARADIGM SHIFT IN INDIA:

The researcher had thought of focussing on the group of children with ‘Specific Learning Difficulties’ in India so as to address the need for their education and inclusion into the mainstream education system. It would be quite irresponsible to ignore the needs of the population that is quite intelligent and may significantly contribute to the growth of a nation. However this is only possible when the Government of India commits to bring about committees as Rose Committee in UK. This will only help to harness the fullest potential of one and all in our country. In this era of progress and Enlightenment, where ones intellectual equity is of highest value, collective blossoming of potential of one and all in our country will only bring about a ‘New Dawn’ in our Education System.

Unfortunately very little serious study in this area has been undertaken in our country, particularly in West Bengal. The researcher felt that along with early detection of SLD/SpLD children in schools, an effective Intervention Strategy for remediation of their difficulties needs to be evolved.

Therefore, the researcher had decided to concentrate on this important area of Children with Specific Learning difficulty (SLD/SpLD), specifically on ‘reading difficulty’ as reading skill is key for language attainment but also for any kind of knowledge acquisition in a formal educational environment.

Through this study the researcher hopes to evolve an effective, but less time consuming intervention strategy for children with reading difficulty.

The problem may be precisely stated as written below:

1.12. STATEMENT OF THE PROBLEM:

To study the effect of early intervention programme on the reading performance of children with learning difficulty
REFERENCES