

सुझाव

1.विशिश्ट प्रशिक्षण केन्द्रों पर सप्ताह में एक बार विशिश्ट अध्यापक एवं परामर्शदाताओं को जाना आवश्यक किया जाना चाहिए ताकि वह केन्द्र पर आने वाले बच्चों की विशेषकर ज्ञानेन्द्रिय दोष के कारण होने वाली विशिश्ट शैक्षिक आवश्यकताओं को पूरा करने में विशिश्ट प्रशिक्षण केन्द्र के अध्यापकों की सहायता कर सकें। 2.विद्यालय के नियमित अध्यापकों की, विशिश्ट प्रशिक्षण केन्द्र, जो विद्यालय के भीतर तथा बाहर (गैर सरकारी संगठन/मदरसों) संचालित किये जा रहे हैं उनमें भागीदारी निश्चित होनी चाहिए ताकि वह अपने विशय की विशेषज्ञता के माध्यम से केन्द्र में आने वाले बच्चों अधिगम प्रक्रिया में सहायता कर सकें। 3.पूर्व अध्यापक प्रशिक्षण ले रहे प्रशिक्षणार्थियों को विद्यालय अनुभव कार्यक्रम के दौरान

कम से कम पांच पाठ योजनायें विशिश्ट प्रशिक्षण केन्द्र में आने वाले बच्चों के लिए बनाने के लिए अनिवार्य किया जा सकता है ताकि उन्हें प्रशिक्षण के दौरान इन केन्द्रों

में आने वाले बच्चों की में काम करने का अनुभव दिया जा सकें। ताकि वे इन केन्द्रों की शैक्षिक आवश्यकताओं को भली-भांति समझ सकें।

4.विशिश्ट प्रशिक्षण केन्द्र के आसपास समुदाय में रहने वाले विभिन्न विशेषज्ञों जैसे चिकित्सक, समाज सेवक, रचनात्मक कार्य में लगे लोग, सेवामुक्त कर्मचारी इत्यादि लोगों की केन्द्र में आने के लिए सेवायें ली जा सकती हैं ताकि समुदाय वाले और विशिश्ट प्रशिक्षण के जा केन्द्रों बीच भागीदारी को बढ़ाया सकें और विशिश्ट प्रशिक्षण केन्द्र की आवश्यकतानुसार समुदाय के लोगों का केन्द्र के संचालन में सहयोग लिया जा सकें।

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RTE ACT AND CWSNs

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ABSTRACT:

RTE Act 2009 has made elementary education a fundamental right of every child in India under article 21 A. This has opened doors of neighborhood schools for disadvantaged groups which were earlier outside the domain of its umbrella. Children with special needs (CWSNs), a group of marginalized students acquired a position equivalent to any other general student. India is also a signatory of United Nations Conventions on Rights of Persons with disability (UNCRPD), thus, education is a right of every person with disability and is no more a charity or welfare. Therefore, schools and classrooms are required to imbibe certain set of values, policies, framework of education wherein social, constitutional and legal rights of every child are included.

As per RTE provision, Special Training Centers (STCs) provide bridge course training to these marginalized and drop out students to later mainstream them in regular schools. STCs also require using approaches to cater the learning and other needs of CWSNs. Age appropriate admissions and no detention of CWSNs, simultaneously, brings forth great opportunities and challenges.

OPPORTUNITIES DUE TO THE PRESENCE OF CWSNS IN CLASS:-

Opportunities for CWSNs: 1. To shed the dilemma associated with seclusion. 2. To get firsthand experience of so called “normalcy” and inclusion. 3. To observe and learn appropriate social behaviors. 4. To enhance and improve societal acceptance. 5. To gain significant learning from the huge and vast resources of a general school in comparison to limited resources of a small set up or special school.

Opportunities for general students: 1. To develop empathetic feelings for others. 2. Creation of concrete and multi-sensorial exposure of activities and tasks helps to enhance their learning too. 3. To gain motivation from success stories of special needs students.

Opportunities for educators: 1. To develop empathetic feeling for all students. 2. To promote well-researched and well-rehearsed planning of lessons to cater varied types of learners. 3. Teaching strategies and adaptations of lesson plan enhances learning for slow learners as well.

CHALLENGES RELATED TO THE PRESENCE OF CWSNS IN CLASS:-

Challenges for CWSNs include: Academic Challenges: 1. Fast pace of learning. 2. Complexity of concepts. 3. Adoption of limited teaching methodologies. 4. Usage of limited adaptations and modifications. Social and Emotional Challenges: 1. Peer acceptance 2. Difficulty in judging and expressing emotions and feelings. 3. Egocentrism 4. Low self esteem.

Challenges for general students: 1. May get distracted due to CWSNs 2. May misjudge the relaxations provided to CWSNs. 3. May imitate maladaptive behaviors from CWSNs. 4. May face difficulty in teaching-learning process due to maladaptive behaviors of CWSNs.

Challenges for educators: 1. Limited awareness and understanding of different types of learners in classrooms. 2. Varied nature of disabilities and associated medical and psychological conditions. 3. Limited collaboration with Special Education Teacher. 4. Limited availability of ready to use resource material to provide hands on training and experience to CWSNs. 5. Struggle in adapting and modifying lesson plans to suit varied types of learners. 6. Struggle in evaluating and monitoring varied learners. 7. Emotional drain out

Background : Chapter II Para 4 of RTE Act states, “Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training (ST) in such manner, and within such time limits, as may be prescribed.” This special provision in the Act involves time bound action plan.

At the national level, it was highlighted in the IMRB-SRI survey on OoSC in 2009, that estimated 29 Lakh CWSN in the age group of 6-13 years, of which 34.12% were not in school. As per NSSO 2014 report, an estimated total number of children in the age group of 6-13 years is 20.41 Crores, out of which, an estimated 60.41 Lakhs (2.97%) are out of school. Among the total estimated CWSN (21.40 Lakhs) , 28.07% (6 Lakh) children are out of school in the age group 6-13 years.

CWSNs on one hand have provided the scope of improvement in teaching-learning methods and strategies, bringing more clarity to a general student and on the other side have created huge academic and behavioral challenges for teachers and educators to deal within their classroom. Taking appropriate steps to overcome challenges will slowly but surely help us to build inclusive groups in the form of schools which can give rise to an inclusive society.

Objective: The purpose of this article is to explore and share appropriate steps to overcome current challenges faced by educators thereby turning teaching and learning into a happy and a qualitatively enriching experience. The mainstreaming of CWSNs into regular school is of utmost importance as per the principle of inclusivity. The STCs working with CWSNs, has to use heterogeneous approach to cater CWSNs and other marginalized students to teach students under one roof. CWSNs require specially trained and motivated teachers to bring forth their strengths on surface and to promote inclusion. Early intervention and therapeutic needs are equally important to promote education for them.

Scope : The scope of this paper extends across all educational institutions rendering services to students with varied needs esp. CWSNs and general students under one roof including STCs.

Result : Inclusive Education is a must to develop empathetic and helping society. The acceptance and embracing children with different sort of needs teaches all of us patience and to take everyone along. Societies which embrace change and take everyone together sustains for the longest period. Inclusion in school has laid a foundation to bring inclusion in jobs, and society as a whole. This structure needs to be strong enough to face recent challenges and to give pave to new opportunities in upcoming years.

The soul of inclusion is teacher’s attitude and delivering procedures. The general teacher should keenly take responsibility to educate CWSNs and should not put it only on Special Education Teachers. Adequate resources to improve teaching processes are also required.

Special Training centers do enroll CWSNs under the program, however, lack of trained special educators and therapeutic intervention, lack of adequate teaching learning material (TLM) and other resources, poor sensitivity and motivation to teach such children among parents, are major factors which requires attention.

SUGGESTIONS:

1.- **Creating Awareness and promoting positive attitude**– Awareness forms the first step for-success of inclusion. Awareness among professionals, policy makers, and heads of institutes, teachers, general parents, and students should be undertaken on a regular basis. Teachers of Special Training Centers (STC) are required to undergo adequate training to cater varied and heterogeneous needs of CWSNs. General students and their parents should mandatorily be covered under awareness program. Support from Parents and students volunteer can be received once they are aware and wants to support productively.

2.- **Maintaining appropriate data** – STCs are required to maintain appropriate data regarding-CWSNs students benefitting under the provision, CWSNs requiring aids and appliances, those who require therapeutic or special services, CWSNs students who got mainstreamed in general schools *etc.* The timely review of such information helps to develop future action plan.

3.- **Involvement of Special Education Teachers and Rehabilitation Professionals** - At-cluster or block level service of at least one special education teacher should be appointed

who can support teachers at STCs to work and deal with CWSNs. Also, early intervention therapists, and other professionals are require to timely monitor the learning needs and development of CWSNs.

4.- **Provide appropriate training duration to CWSNs** – As per the given provision 3 -24-months for students under special training centers and gradually these students should be mainstreamed in general schools. However, a CWSN may require prolong training to master simple concepts. Thus, adequate amount of training should be imparted before mainstreaming them so that their self esteem and morale is completely boosted.

5.- **Creation of Resource Room** – A resource room having appropriate and great number of-teaching-learning material is a need of hour. The way we have a library in each and every school, Resource room is a must for every STC and school. A shared resource room for STC and school could be developed. This will save teacher’s time and energy which she can use to teach her students more effectively. This will provide benefit to not only to special students but will help to provide concrete and hands on learning to general students too.

6.- **Cooperative learning in the form of peer tutoring** – Support from students good not only-in academics but also in extra-curricular activities could be taken to teach special needs students. This will help in improving social skills too. Also, general students will get opportunities to lead a group and learns empathetic skills. Thus, a team of students should be formed and 2 hours in a week should be devoted towards it.

7.- **Creating and Promoting Success Stories** – CWSNs students having special talents like-music, drawing in each and every special training center should be promoted throughout district and states to motivate general as well as special needs students.

8.- **Emphasize on Vocational Education** – In this era skilled education has become utmost-priority for general students too. CWSN students identified under upper age limit with limited scholastic abilities should be given adequate chances to enhance their vocational skills beginning from STC onwards so that they can become productive citizen of the society. For this, one vocational centre catering CWSNs should be initiated in each district and special arrangements for transporting students from STC to vocational centers should be made at least twice a week.

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9. **Promote Research in development of monitoring and Evaluation System for CWSNs** –

Research in relation to inclusive education and advance testing methods as per mainstream schools are required to be undertaken by the government. At present, the scales for assessing and evaluating CWSNs are majorly based on special schools. New scales targeting recent education and societal trends keeping in mind mild to moderate level of disability, entering mainstream schools are required to be developed.

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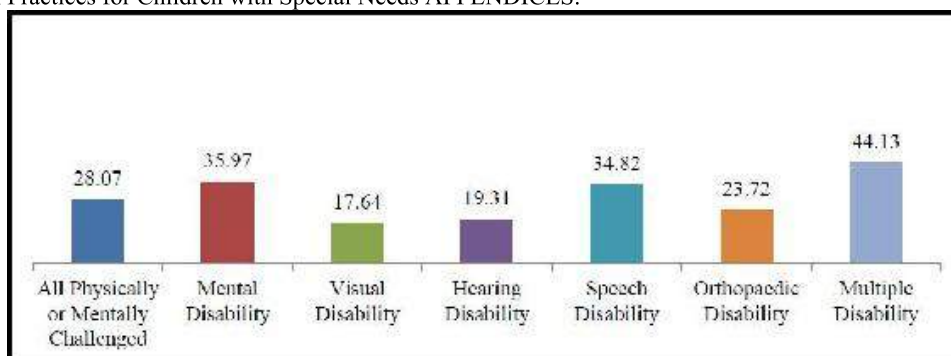


Fig. Percent of out of school children with special needs aged 6-13 years. (source: NSSO 2011)

SPECIAL TRAINING CENTERS : VEHICLE OF MAINSTREAMING, CHALLENGES AHEAD AND WAYOUT

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ABSTRACT

Special training centers (STCs) owe their origin to RTE Act 2009, it reads, “Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.” As a result the seed sown as Alternative and innovative education (AIE) centers now have grown up as STCs.

They are engaged in fulfilling the needs of out of school children till they were mainstreamed into regular schools. These centers have features like Social access, flexible timings and teaching modules, neighborhood locality. But this is not just enough, in addition STCs should be guided by flexibility and innovation at multiple levels-in the curriculum, in the pedagogy, the strategy, its implementation, in teacher training and in the management, supervision, guidance, and above all sufficient resources.

We cannot ignore the problems and probable insufficiency faced by these institutions in terms of qualified teachers, physical resources, funds, appropriate trainings etc. There is huge dearth of research and monitoring work for various schemes and educational missions run by govt. and situation is same with STCs, moreover whatever little work available is by NGOs and independent scholars, again putting question on authenticity and reliability of outcomes.

Objective of STCs should not end with mainstreaming children but the children mainstreamed should continue to be reviewed by the Local Authority, special trainers, teachers and school management committees, as they continue to be vulnerable to becoming drop outs for the same reasons they were out of school children earlier..

Convergence of various govt. schemes and education missions is the need of the hour to fulfill the dream of SAKSHAR BHARAT.

INTRODUCTION

Article 45 of constitution of India as Directive Principle of State Policy states that “The State shall endeavor 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.” Thus education could not be acclaimed as a Right and was not justifiable.

Efforts from educationists, academics and civil society groups that focused on a Right based approach finally yielded results in 2002, when the 86th Constitutional Amendment was passed by Parliament and Article 21A, which makes right to education a Fundamental Right, was included in the Constitution in the chapter on Fundamental Rights. In doing so, it put the Right to Education on par with the Right to Life stated in Article 21. The next development was Right to Free and Compulsory Education Act (RTE), which was drafted and passed by Parliament on August 27, 2009, notified on February 16, 2010 to come into effect from April 1, 2010, this law makes it obligatory on part of the state governments and local bodies to ensure that every child gets education in a school in the neighborhood. Section 4 of this Act provides that where a child above six years of age has not been admitted to any school and though admitted, could not complete elementary education, then he *she shall be admitted to an age appropriate class provided that when a child is directly admitted in order to ensure that she is at par with others he* she shall have a right to be provided special training. Strategies used for alternative or non-formal education in the past have been aligned to conform to the RTE provisions of Special Training (ST) for out of school children (OoSC) who must be academically assisted for admission to an age appropriate class in a regular school. To accomplish this task, there is a provision for Special Training (Chapter II, para 4) in RTE Act for such children to bring them at par with their peer groups in the class. This special provision in the Act necessitates a meticulous and time bound action plan. The plan would invariably include-identification of learners, development of Special Learning Support Material (SLSM) Who are out of school children? According to SSA “ A child 6-14 years of age will be considered out of school if he / she has never been enrolled in an elementary school or if after enrolment has been absent from school without prior intimation for reasons of absence for a period of 45 days or more”.

There is a great heterogeneity among children who are out-of-school. Various categories of „out-of-school" children may include children living or working in urban slums, in streets, on railway platforms or construction sites. They may be found engaged as domestic workers, child laborers, tending cattle, working for wages in dhabas, mechanic shops, and rag pickers and as shoe shine boys. Other categories may be those children who are involved in sex trade and migratory children whose parents migrate from area to area in search of work employments, usually may belong to SC, ST category. Children with special needs, who may belong to any of these categories, need to be identified. Those children who have a “disadvantage owing to social,

cultural, economic, geographical, linguistic, gender or such other factors are also to be identified and brought into mainstream education. Besides these, children who get their education in minority communities run Maktabas and Madarsas learn religious texts and get little or no input on mainstream curriculum. Similarly, there may be adolescent girls, who have never attended school or may have dropped-out from school during early years. Children living in disturbed areas or in difficult circumstances, who are not attending school, also need to be identified and admitted in neighboring school. Such diverged category of children need special training to bridge their learning gaps and mainstreamed in age appropriate classes.

GUIDELINES-ISSUED-BY-MINISTRY-OF-HUMAN-RESOURCE-DEVELOPMENT UNDER SSA FOR STCS

- Involvement of local authority at various levels likes survey, registration, of out of school children. Gram panchayat has been assigned the duty for organizing, identification and monitoring of out of school children. Special mention for coverage of out of school children of ST category.
- Flexibility and innovation at multiple levels of curriculum development, teacher training, pedagogy, implementation , management of STCs.

- Transparent and participatory process for identification of out of school children involving local community and parents
- Issues like location, number of teachers and their availability, number of out of school children and allotment of infrastructure accordingly have to be considered before setting up STCs. Such issues to be taken care at block level also. There are provisions for attaching Kasturba Gandhi Balika Vidyalaya for providing various amenities to STCs.
- Involving community at large, religious and other known figures for mobilization of this concept by organizing campaigns and such other drives.
- Simple procedure for any time admission at various spots like: regular neighborhood school, national child labor project centers *etc.* Engagement of researchers, local language experts, NGOs has been suggested to attain maximum enrollment and retention.
- Organizing and conduction of special trainings to mainstream child in regular school settings. Ensuring age and grade appropriate entry to be process as social process and not to be understood as formation of age exclusive groups. A planned process of induction of all OoSC into the school system must be an integral part of the curriculum and pedagogic processes. OoSC when brought into the system must feel wanted and a relationship of trust developed among them and between children and teaching staff.
- Teacher should be competent enough to build trust relation with child using innovative and creative teaching strategies through integration.
- Regular integration between STC teacher and regular school teacher of mainstreamed child to keep up his performance .
- Specially designed learning assessment indicators with the help of NCERT and state CCE, to be developed and followed to indicate child's progress.
- Post mainstreaming support by school management committee, local authority, special training teachers and parents should be reviewed so that they don't fall into same circumstances for which they were out of school children.

NCF-PRINCIPLES-HAVE-PARTICULAR-RELEVANCE-FOR-DESIGNING CURRICULUM AND MATERIALS FOR SPECIAL TRAINING, THE IMPORTANT ONES ARE REITERATED:

- Connect the child's world to the world beyond their familiar environment: ST needs to connect the experiential knowledge of the child to formal literacy and numeracy skills using a constructivist approach.
- Constitutional values: Upholding constitutional values has been underscored in both NCF 2005 and the RTE Act as a core principle and must govern all dimensions of ST.
- Learning in flexible peer groups: The experience of several organizations has shown that learning in mixed-age groups is effective, so learning across ages may be promoted.
- Active participation of learner in own learning. This is particularly applicable for older learners, who come with developed language and numerical skills and have views on learning and performing tasks. The teaching learning methodology for them must build on prior learning.
- Holistic teaching and learning, not textbook centric: Multiple mediums must be used, including traditional forms of cultural expression.
- Flexibility: As a child may enter special training at different levels, the structuring of the curriculum and materials must allow for flexibility, in contrast to the predetermined structure / sequencing of existing syllabi.

Positioning special trainings for various age groups

Specially designed curriculum based on ability and experience of child for particular age bands is the requirement prior to creating teaching learning material. Following table could be used as example in designing one.

Age Band	Ageappropriate classes	Training duration	Key points for teaching-learning for the age bands
6, 7	I, II	Readiness (school/ group based) at school OR 3 – 6 months	These children should be provided a short input using the existing material for classes 1 and 2 and integrated into the regular at earliest possible. The approach of Activity Based Learning may be appropriate.
8, 9, 10	III, IV, V	3-6 months	Identify core concepts of content and skills required for Classes 3-5 in each subject (Language, Maths

			<p>and EVS).</p> <p>Graded materials, which are specific activity based, may be developed based on these, with defined learning outcomes.</p>
11, 14	VI, VII, VIII	1-2 years	<p>For the children in this age group who have never been to school, adult learning approaches could be used for basic literacy and numeracy.</p> <p>The induction and preparatory are particularly relevant for this group. For language and maths graded material based on competencies may be developed. As this group will have to be introduced to subject based learning, one integrated package for social sciences and one for sciences can be developed.</p>

SPECIAL TRAINING SUPPORT MATERIAL

The SLSM should be developed in such manner which enables learners to develop their knowledge and competency levels as per their age, by adopting a condensed curriculum. This will help the learners to bridge the learning gaps to be at par with their peers in short duration.

The SLSM should be based on specific requirements of multi-level teaching of children of different age-groups and abilities. It should be so designed that it is free from all biases. There should be flexibility for accommodating contextual and local specific requirements and learning contents. SLSM should be easy for teachers and enjoyable for children.

While developing SLSMs, it is desired that the experts/ agencies/ institutions should adopt the strategies already tried out to be effective in schools under SSA (existing bridge courses), and several interventions made by different NGOs for the purpose. However, the spirit of these SLSMs should center on the following objectives:

- To unearth the hidden knowledge of children in order to assist them to progress further.
- To help and support teachers in learning enhancement of children enrolled for special training

OBJECTIVES AND PURPOSE

Every study must have a well defined objective and a clear purpose it is trying to address. This analytical study aims at „Finding challenges of special Training Centers and devising possible solutions for the same”.

Simply assigning a task does not guarantee that it will be accomplished as conceived. RTE Act made provisions for setting up of STCs, also SSA report on the same chalked out a well organized plan on how to go about it. Like identifying out of school children (OoSC), time frame, special trainings to students and teachers, well thought strategies. Consideration has been given to present and earlier practices followed by SSA in delivering results along with resource support and training modules. Here the question is how well all these guidelines have been followed and what are the new problems seeding amongst all these? Through this study I have tried to surface the real challenges and day to day problems these STCs are facing because real challenges can't be foreseen while planning phase but they are faced during execution. I have also tried to focus on innovative and scientific practices followed over globe to answer these questions and to improve the conditions of STCs. This paper tries to assess following points as its objectives and explore the possibility of highlighting these issues for further study and dissent 1. To assess the role of civil society in making STC a successful project.

STCs are seen as vehicle for mainstreaming, which is actually a dream for any country. There is mainstreaming on papers but in schools it is absent in absolute sense or even if present is not accepted fully. The obstacles for mainstreaming are not just physical resources trained teachers but also lack of social will. Parents of special child as well as of normal child are not willing to see them in same class. Though considerations have been given to role of society while framing guidelines and working plan for STC involvement of society is not at all effective. Sole dependence on management and other working staff for managing STC is not advisable as civil society is more aware of its problems and constraints so can play effective role in governance and maintenance of these centers. Why civil society is refraining from carrying out its role?

2. To find out the level of visibility and popularity of STC.

Penetration of this concept is very shallow in real settings while it is more audible in schemes, reports and Acts. Common and needy people are hardly aware of their presence so it is hard to believe what is the level of their use by them. Marginal section still is not aware of the fact that any such program is running nearby them and still the prefer sending their child to earn and not to learn. They are not aware of the flexible timings and other features of special training and thought now their children are too old to start a school. Why not any concrete and more visible steps have been taken to popularize it?

3. To examine the adequacy of resources allocation and its availability to STCs.

There is huge dearth of resources to these centers. Since student inventory is made arbitrarily and not through exhaustive field work, there is remarkable gap between the actual requirement and resources allocated to them. Not just physical material in terms of books, infrastructure and other stationary but also the human resources. teachers, study material developers , training of teachers *etc.* is also lacking. How long and efficiently will these center survive in dearth of basic resources?

4. To explore the efforts of mass communication drives in spreading awareness among people about STCs.

We hardly come across any mass communication drives to highlight or exhibit such kind of concept. Like we see hoardings and television advertisements for polio drops day, sarva shiksha abhiyaan, AIDS awareness campaigns and camps, Swachh Bharat Abhiyaan, Beti Bachhao Beti Padhao Andolan and similar other government initiatives. No such initiative has been planned for STCs when there is need to focus on declining statistics of enrollment and retention of children at elementary education level. why there has been no such visible initiative to spread awareness of this program?

5. To assess the frequency and level of Social auditing and local monitoring by civil society.

For the success of these centers in achieving their long-term and short-term goals and objectives, regular and comprehensive auditing and skilled supervision is must. Though guidelines have been issued by SSA for monitoring and supervision but hardly such activity is seen. Local authorities are more involved in other popular schemes and activities to keep their vote bank safe and completely ignoring the seriousness of this body. During visit to several schools in order to support the text of this paper it has been observed that even paper work is not complete and society is not at all informed adequately about the same. So the question of monitoring and social auditing stands nowhere. Why community is so much ignorant about this important provision of SSA?

SCOPE AND GEOGRAPHICAL EXTENT

Extent of this study is smaller area in south Delhi covering a two villages viz. Rajpur Khurd and Maidan Garhi each having one primary school run by Municipal Corporation of Delhi.

	Maidan Garhi(approx)	Rajpur Khurd(approx)
population	6300	6200
Child (6-14)age	830	850
Child in MCD school	350	400
Out of school children(at present)	10	16

These areas have been chosen as per convenience. These two villages are near urban centre like vasant kunj and saket but still not much developed. Population statistics given in above table which shows that these areas are adequately populated and due to

urbanization and rural urban migration, are hub of migrated population specially laborer class. Therefore become important to take up study for accounting out of school children and related facilities which is the aim of this paper.

According to UNESCO's Education for All (EFA) Global Monitoring Report on out-of-school populations there are 1.4 million out of school children in India.

METHOD AND STRATEGIES USED

Analytical method has been used to carry out this study. Convenient sampling is undertaken seeing time constraint. Government reports and guidelines issued under SSA have been accessed online and studied in detail. Population data have been accessed by contacting village Residential Welfare Association President.

To achieve the objectives of this paper various methods have been employed to collect data and conclude the findings like survey of villages and interview of concerned people and villagers.

Visit to primary school of Maidan Garhi and Rajpur khurd to know the condition and status of ST centers there. Interview of personnel responsible to STC. Interview of villagers to assess the awareness level. Interview of marginal section women to assess the level of penetration of information by authorities for this program.

FINDINGS

Results of interview carried out for gaining information about STC through STC personnel.

Indicators	Maidan Garhi	Rajpur khurd
No. of out of school children(on 31 December 2015)	10 at present	16 at present
No. of staff	3	3
Operating from(date)	April 2012	April 2012
No. of children mainstreamed till December 2015	30	40
Resources allocation frequency	Annually	Annually
Inadequacy (if any)	Yes, most of the time	Yes, most of the time

Result of interview of villagers

Question	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
Name	Kavita	Ramrati	Samunder	Sunita	Ramanand
Age	25	62	64	32	42
Qualification	Graduate	12 th	Graduate	illiterate	Graduate
Occupation	House wife	House wife	Retired MCD Employee	maid	Govt employee
Marital status	Married	Married	Married	married	Married
No. of child	2	3	2	4	2
What is STC?	Do not know	Adult education school	No	no	No

Do you have information about STC?	no	Teach old people	No	no	No
Have you come across any drive explaining STC?	no	No	No	no	No

MAIN FINDINGS

Analyzing the data collected and general observation carried out during the survey following points can be drawn

- Awareness level of the people about special training centers and its role, of surveyed age group and occupation is almost nil.
 - There has not been adequate work done in carrying out awareness campaign about STC and their role so that its benefits can reach the needy one.
 - There is need of fresh survey and inventory auditing for STC and satisfactory data about out of school children.
 - There is lack of coordination among civil society and STC, which completely fails its very purpose of setting up these training centers.
 - It was found out that there is no awareness drive organized by anyone in area for information of general public.
 - Civil society is nor involved in any way for the success of these centers neither in auditing.
 - There is inadequacy of resources, material as well as financial in these centers.

CONCLUSION AND WAYOUT

On the basis of interview conducted and during a general walk across both the villages it was found out that awareness level about STC is very low in fact almost nil. They misunderstood STC as adult education facility. Nor the educated, neither the illiterate one knows what STCs are set up for. Also they have witnessed awareness drive organized for polio free India, AIDS, Swachh Bharat

Abhiyaan, child vaccination but nothing of such kind have been given them information about STC.

Though role of civil society have been assigned in the guidelines of SSA but they are never told to responsible people and hence are not in use but on papers only. We need to assign these role to them physically and must demand weekly status report from each. Then only such initiatives will be able to fulfill the goals they have been designed for.

Resources allocated to them take long time and long route of approvals for small requirements which completely fails the objective of STC which have time duration for training of student as minimum as three months. In dearth of resources a student who can be mainstreamed in one year took two year to get promoted to regular school. A small budget fund should always be made available to the responsible STC personnel who can take immediate and quick decision for the welfare of the child.

Integration between STC teacher staff and regular school staff is must in order to carry out the process of mainstreaming successfully and in its totality. Regular school teacher must consult the STC for regular performance and improvement in child. Relationship of trust and acceptance must be built in mainstreamed child so that he/she will not feel alienated in regular school because of his/her background.

I suggest to involve ASHA community health workers to involve and formally assigning them duty to spread information about STC as they have deep reach in the village, they know each and every household and nearby slums so can be best medium to spread this information and make this initiative more visible. Visibility to one who needs is most important.

RWAs, other local personnel should be given or should be ordered to design a calendar for organising various camps and drive in their area so that not only this scheme but other social schemes too become visible to them.

Similar duty for auditing the working and resource inventory of STC should be assigned to a newly designed committee. Committee should comprise of members from village, RWA, school management committee and volunteers (student, teachers, educators businessman etc.) so that each can put forward the issues and concerns of their respective group and can accordingly devise the most acceptable solution.

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SPECIAL TRAINING CENTERS : THEIR FUNCTIONS AND CHALLENGES IN EFFECTIVE IMPLEMENTATION

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ABSTRACT

Right of Children to Free and Compulsory Education Act (RTE) was implemented from April 1, 2010 in India. This act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. The Right to Education of children with disabilities until 18 years of age has also been made a fundamental right. To accomplish this task, there is a provision for Special Training (chapter II, para 4) in RTE Act for such children to bring them at par with their peer groups in the class. Special training is significant in many ways in the context of bringing OoSC (Out of school children) in school. Keeping in the view the different categories and various backgrounds of Out-of-School Children, organizing Special Training involves critical issues and concerns which need to be resolved in order to achieve every purpose of special training stated in RTE Act. Children in the special training centers are from different socio-cultural background having varied interests. A special teacher is engaged to give training to the students who due to some reason lost the opportunity to attend regular school. These students are given training according to their age and mental ability. Students of 6

– 14 years of age groups are enrolled in these centers. Efforts are being done to mainstream these children so that they sit and study in the regular school. This study aims to find out the present status of special training centers in the schools of various states and to determine the challenges coming in the functioning of these centers.

Key Words: RTE, Special Training.

INTRODUCTION

Right to Free and Compulsory Education Act (RTE) was drafted and passed by Parliament on August 27, 2009, notified on February 16, 2010 to come into effect from April 1, 2010. This Act is called the Right of Children to Free and Compulsory Education Act 2009 (RTE). Right to Education Act 2009 implies that every child of 6-14 age groups has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standard. The new law makes it

obligatory on part of the state governments and local bodies to ensure that every child gets education in a school in the neighborhood.

The RTE Act also aims at reaching to the unreached and disadvantaged groups with providing specific provision of Free and Compulsory Education for every child who is above six years of age and has not yet been admitted to any school or though admitted, could not complete his or her education up to elementary level, then, he or she shall be admitted in a class appropriate to his or her age. To accomplish this task, there is a provision for **Special Training** (Chapter II, para 4) in RTE Act for such children to bring them at par with their peer groups in the class.

This special provision in the Act necessitates a meticulous and time bound action plan. The plan would invariably include-identification of learners, development of Special Learning Support Material (SLSM), arrangement of special classes, mainstreaming of out-of-school children and evaluation. Training of teachers and other concerned functionaries has also need to be planned carefully who will be involved in this activity. In such context, SLSM may be different from the existing teaching learning materials. Hence, evaluation of such children will vary in respect of its organization and approach commensurate with the learning needs and styles of these learners so as to bring them at par with their peers. Further, in the Act, it is stated that a child so admitted to elementary education shall be entitled to free education till completion of elementary education, if needed, even after 14 years.

OUT OF SCHOOL CHILDREN; WHO ARE THEY

“Out of School children may be those who are non-enrolled in any school or dropped out at any stage before completing elementary education.”

There is a great heterogeneity among children who are out-of-school. Various categories of ‘out-of-school’ children may include children living or working in urban slums, in streets, on railway platforms or construction sites. They may be found engaged as domestic workers, child laborers, tending cattle, working for wages in *dhabas*, mechanic shops, and rag pickers and as shoe shine boys. Other categories may be those children who are involved in sex trade and migratory children whose parents migrate from area to area in search of work employments, usually may belong to SC, ST category.

Children with special needs, who may belong to any of these categories, need to be identified. Those children who have a “disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factors are also to be identified and brought into mainstream education. Besides these, children who get their education in minority communities run Maktabas and Madarsa learn religious texts and get little or no input on mainstream curriculum. Similarly, there may be adolescent girls, who have never attended school or may have dropped-out from school during early years. Children living in disturbed areas or in difficult circumstances, who are not attending school, also need to be identified and admitted in neighboring school. Such diverged category of children need special training to bridge their learning gaps and mainstreamed in age appropriate classes.

A strategy for mainstreaming of these categories of children is a challenge; it needs to be worked out carefully taking into account all aspects which are related with educational developments of such children to fulfill the mandate of RTE Act.

Special training is significant in many ways in the context of bringing OoSC in school. As such, implementation of special training is a complex activity. There may be several issues and concerns which may vary from state to state. These need to be addressed as per state specific circumstances. At the same time, curricular and pedagogical approaches have to suitably modulated for learning enhancement of such children which is also a challenge and concern, deserve priority attention in the whole exercise of special training programme for its effective implementation.

DESIGN OF SPECIAL TRAINING:

1. Duration of the Special Training

Duration of special training shall be for a minimum period of three months extendable up to two years. There should be periodic assessment of learning progress made by such children on continuous basis in special training. The entry level assessment will determine the duration of special training in each case and placement in age appropriate class thereafter. The Head teacher/ teacher must ensure that a consolidated record of all children is maintained in the training centres for better traceability of learning outcomes for necessary interventions.

The assessment of the children shall be done by the concerned teachers. Preferably, it should be validated by the Head teacher or the CRCC.

The school shall maintain performance record of children, clearly indicating the progress made during the period of special training at regular intervals, stating the milestones accomplished for further action with regard to children’s admission in age appropriate classes.

2. Location

Special training may be held on the premises of the schools, or through classes organized in safe residential facilities. It may also be organized in and around the locality as decided by the School Management Committee members (SMCs). Special training may be provided by teachers working in the school or by teachers specially appointed for the purpose. The help of NGOs/volunteers may also be taken.

3. The Nature of Special Training

Special Training may be residential or non-residential in nature:

- Residential – where out-of-school children are scattered, and who need residential facility such as in hilly areas.
- Non Residential – where out-of-school children are very much concentrated in an area and school is located within walking distance.

4. Special Learning Support Materials (SLSM)

As per sec 29, (I), RTE ACT the special training shall be based on specially designed, age appropriate learning material, approved by the Academic Authority, these may be referred as Special Learning Support Materials.

During training programme the teachers should be familiarized with the special training support material in the context of pedagogy, as given below: The SLSM should be developed in such manner which enables learners to develop their knowledge and competency levels as per their age, by adopting a condensed curriculum. This will help the learners to bridge the learning gaps to be at par with their peers in short duration.

5. Core Components of Special Learning Support Materials (SLSM) Confidence building among the children is

particularly important to enable all children particularly from the disadvantaged groups to integrate within the system.

Since OoSC and drop outs also constantly interact with various circumstances in their life for their living, they are much more exposed with outer world as compared to other school children. When such children attend special training they would bring with them varied knowledge and experiences though they are not enrolled in any school. The biggest challenge will be to incorporate such experiences and knowledge in special training material. At the same time during teaching, teachers will be required to integrate such knowledge and skills and their previous vast and varied experiences during classroom transactions. This will facilitate accelerated and enhanced learning of these children, making learning relevant, more interesting to make the children motivating and growing confident gradually.

6. Transactional Strategies

In special training centres, children may be heterogeneous of nature in terms of age levels, socio-cultural background, maturity and learning levels. Some of them might be first generation learners. In such situation, the teachers should ensure creating a child friendly classroom environment to make the children feel comfortable and free from any anxiety.

In the whole process of transaction, the teacher will ensure that more and more children participate in the learning process and enjoy learning as well. To meet the basic learning needs, it is expected that the children are provided with academic, cultural and social education through a host of activities in the classroom, comprising of art, games, role playing, etc. for their learning enhancement and enabling them to be at par with other regular students. Precisely, activity based learning is more effective for teachers to manage the-special training classroom.

OBJECTIVES

As mentioned above, RTE Act 2009 states that where children not admitted to, or who have not completed elementary education, is directly admitted in a class appropriate to his or her age, then, he or she, in order to be at par with others, has a right to receive **Special Training (ST)**. Mainstreaming of such children into formal schools is to be done through special training of varying durations, which would enable them to be at par with other children in the class and facilitate them in getting admission into age-appropriate classes to fulfill the goal of Special Training. In this endeavor the long cherished goal of Universal Elementary Education could also be realized.

The purpose of the special training is to integrate the children with rest of the-class academically and emotionally.

ST should not be seen as only renaming of erstwhile Non-Formal Education (NFE) or Education Guarantee Scheme *Alternative and Innovative Education (EGS&AIE) centres which provided for Residential Bridge Courses (RBCs) and Non-Residential Bridge Courses (NRBCs) for dropout/non-enrolled*. As a matter of fact, ST is a specific intervention which aims at enabling admission of OoSC in age appropriate classes with comparable competencies enabling retention of such children and facilitates them to complete elementary stage of education.

Keeping in view the complexities and significance of the special training, the current paper is prepared in a way that it takes into account various aspects like how the special training centers are meeting the challenges in their effective implementation.

The study has the following objectives:-

1. To describe the complexities and significance of the special training.
2. To develop a proper plan for integrating the children with rest of the class academically and emotionally.
3. To describe what factors special training centers take into account in making such decisions as where to put to OoSC whether in a residential one or a non residential one.

SCOPE

This pilot study has been done to find out the status of special training centres in the schools of Gujarat, Kanchi (Tamil Nadu), Delhi, Chandigarh, Paderu agency area.

STRATEGIES USED

The researcher has done pilot study and has used various resources to collect the data.

FINDINGS

The findings of the various studies are as under:

Special Training Centers:

I. Chandigarh:

A Special training Centre is running in Govt. Model Senior Secondary School since 2011 under the aegis of Sarva Shiksha Abhiyan. A special teacher is engaged to give training to the students who due to some reason lost the opportunity to attend regular school. These students are given training according to their age and mental ability. Students of 6 – 14 years of age groups are enrolled in this Centre. Efforts are being done to mainstream these children so that they sit and study in the regular school. They are provided all the facilities like MDM, Books *etc.* In the session 2011-12 this school was able to mainstream 12 students. These students are given ample opportunities to participate in all the co-curricular activities that are organized in the school. Skill development classes are also organized in every session in which the children are taught to create different products.

AI. Andhra Pradesh:

In Vishakapatnam and area known as paderu agency area residential special training centres are running. With the help of these residential training centres, 3000 women have been made literate. Since these are functional in the non-working hours that is during evening all women are encouraged to attend the program with regularity and determination.

BI. Gujarat:

Children are learning in Tent Special Training and in School At work side. The data is shown in Appendix A.

IV. Tamil Nadu:

(i) Residential special training centres for out of school children are running in a city known as kanchi. From June 2011 to January 2012, total enrollment was 48 (boys:30 and girls:18) in this particular special training centre.

General Activities of this special training centre:

Regular monthly health check up Training to evening tuition teachers
Parents meeting to update learning level of children and their
responsibility towards their children (held twice in year) Training on first
aid and personal hygiene and nutrition

(ii) To achieve the goal of enrolling all children in school under the age group of 6 to 14, the state SSA has adopted different strategies like conduct of enrolment drive, awareness campaign during the month of June every year. Non Residential Special Training Centres (Short Term) are organized to cover children who are dropped out at Upper Primary level, fresh dropouts and migrant children for a period of 6 months. Out of the target of 9055 children, 6399 children are covered through 459 centres. Non Residential Special Training Centres (Long Term) for drop out / Never Enrolled is conducted for a period of 10 to 12 months. 23189 children are covered through 1354 special training centres.

Residential Special Training Centres (RSTCs)

Residential Special Training Centres are organized to cover Children in sparsely populated habitations, never enrolled and dropout, street children, migrant children, nomadic children (narikuravas), child labourers and children from tribal areas. 306 Residential Special Training centres are functioning to cover 14091 children in the year 2011-2012. 214 NGOs / SHGs are involved in conduct of RSTCs/Special RSTCs for mentally Retarded. Seasonal hostel (RSTCs) – Thiruvallur, Villupuram) is provided for the benefit of outbound migrant children. For the benefit of the Mentally Retarded children, Special Residential training centres are being conducted in the state and they are provided education through Special Educators. Through 7 Special RSTCs for MR children, 408 children have been covered in *Coimbatore, Cuddalore, Dindugal, Perambalur, Ramnad, Salem and Erode Districts*. During 2011-2012, out of the target of 63178 Out-of-School-children, 55758 out of school children are covered through various interventions in the age group of 6 to 14 years.